

# THE GRADUATE SCHOOL OF EDUCATION 1980-1981

*The Jesuit University of Southern New England*

# FAIRFIELD

Mail registration forms are available in the Registrar's Office. Please call or write for a copy. Full payment must accompany mail registrations.

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GRADUATE SCHOOL  
OF EDUCATION

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FAIRFIELD

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

This Catalog pertains only to the Fairfield University Graduate School of Education. It will be useful as a source of continuing reference and should be carefully saved.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.

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# Objectives

Fairfield University is an academic institution whose primary objective is the development of the creative intellectual potential of its students. This it does by providing: a respect for truth as the driving force of its community; freedom of inquiry on all levels as the best means for attaining truth; a humanistic and socially conscious environment as the setting for the learning, maturing and experiencing community. It welcomes all persons regardless of race, color or creed who wish to actively participate in its community.

Its ultimate faith in truth as the standard for a university finds application in a dedication to absolute freedom of inquiry through promotion of a dialogue and concern for the crucial issues of our age.

The **Graduate School of Education**, through its Teaching Division, is concerned with programs for elementary and secondary school teachers. It gives special attention — at all levels — to general problems of teaching: curriculum planning, methods of instruction, and development of teacher competencies.

The primary objective of the Division of Special Education is the training of teachers to serve the needs of children requiring specialized educational and behavioral management approaches to facilitate their reaching maximum learning potential.

The preparation of educational administrators presents responsibilities in the area of academic preparation, assessment of intellectual capacities and administrative judgment and ability. Fairfield University is prepared to do this with its sequence of courses and exposure to a number of professors who stress the integration of values in a pluralistic society, who encourage the defining and dissemination of the existing body of knowledge and the extension of the present limits of knowledge through the fruitful interchange of ideas.

The primary objective of the program for school counselors is the preparation of counselors who must be prepared not only to fulfill the traditional roles and perform the expected tasks required of them, but must also be prepared to assume an educational role and develop new models involving the spectrum of school personnel to meet the needs of students.

Although the Division of School Psychology offers preparation at the Master's level for selected students choosing related careers stressing psychological knowledge and for those students who desire to strengthen their academic position prior to applying to a doctoral program in psychology at another university, the major objective of the Division is to offer appropriate preparation to individuals seeking state certification as school psychologists. This objective is accomplished by providing professional training grounded in psychological principles, that is related to other branches of knowledge, and that offers extensive and well-integrated field experiences.

The Educational Media Division's Objectives are to train graduate students interested in seeking the position of a media/library specialist in public schools to effectively assume their prospective responsibilities; to train inservice teachers in the field of instructional technology to effectively implement the appropriate educational technology in their teaching; to train teachers who are interested in teaching media subjects — motion picture and TV — on high school level in the theory and the production aspects of those media.

The Religious Education major in the Graduate Division of Religious Education is a program of scriptural, theological and catechetical studies. The purpose of the major is to provide theological and psychological preparation for educators and directors of religious education programs. It also provides informational background for those interested in professional improvement.

While the major emphasis on programs in the Graduate School of Education has been in preparing students to utilize their knowledge in school settings, this school is also involved in the preparation of individuals in non-school settings. The Graduate School of Education has been placing increased emphasis on preparing students for alternatives to traditional teaching roles. Programs are currently offered in Community Counseling, Environmental Studies, Early Childhood Education and as described immediately above, the field of Religious Education. Many electives from the field of American Studies are offered during each semester.

# The University

**Fairfield University**, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus — the Jesuits — on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judaeo-Christian values.

Being a Jesuit university does not mean that Fairfield is narrowly sectarian. The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

On May 29, 1945, by special act of the general Assembly of the State of Connecticut signed by Governor Raymond E. Baldwin, an absolute charter was granted to Fairfield University, empowering it to "...establish, organize, maintain and conduct an institution of intermediate, secondary, under graduate and graduate education in the State of Connecticut...to confer all such academic degrees as are usually given in colleges and universities."

The College of Arts and Sciences admitted its first class to Freshman Year on September 27, 1947. A new class was received each successive year, and the first Commencement was held on June 10, 1951. The program of graduate courses preparing for the Master of Arts degree in Education was established in January, 1950.

Accredited by the New England Association of Schools and Colleges, the University today offers complete programs of study in several schools: the College of Arts and Sciences, the School of Business, the School of Nursing, the School of Continuing Education, and Graduate Schools of Education and Communication. Fairfield offers men and women the advantages of a liberal education in a University atmosphere and the flexibility in programs that can make learning a personal experience.



**Fairfield's 200-acre campus** is among the most beautiful in the country. Created from two large private estates, it retains a gracious, leisured atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded less than 40 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are: the Bannow Science Center; the modern Campus Center; the Nyselius Library, and the newly-completed Recreational Center with its 25-meter pool, saunas, whirlpools, various courts, and a jogging track. This spacious campus allows plenty of room for outdoor playing fields, tennis courts, and informal recreational areas.

**Located in America's "academic corridor,"** — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social, and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas, and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield is 50 miles from New York City, and five miles west of the city of Bridgeport. The campus is situated a mile north of the center of town on North Benson Road. By automobile the University is approached either from the Merritt Parkway by way of Black Rock Turnpike (Exits 44 and 45), or from the Connecticut Turnpike (Exit 22).

## Library

To perform its functions adequately, a library must possess sufficient resources and provide efficient service. The Nyselius Library building allows for future expansion of the library's collections, and provides study space, primarily at individual carrels, for nearly 600 students.

More than 300,000 carefully selected books, microforms, and bound periodicals are available for study and research. The spacious reference area contains both older standard works and valuable new sources of information. More than 1500 journals and newspapers are at hand to keep faculty and students fully informed on current developments in all fields. A circulating collection of 1200 photograph records is also provided.

A library exists for service. At Fairfield we take pride in the type of service that we offer to the entire University community. To stimulate interest in books and reading, the stacks are open to all students. During college terms, the library is open Monday through Friday from 8:30 a.m. to midnight, on Saturday from 9:00 a.m. to 5:00 p.m., and on Sunday from 1:00 p.m. to midnight. University vacation and holiday hours are posted in advance.

## Accreditation

The College of Arts and Sciences was accredited by the State Board of Education of Connecticut in the summer of 1949. In June of the following year the same body approved Fairfield University's education program for teacher certification on the secondary level, and likewise approved the graduate programs leading to the Master of Arts degree in Elementary and Secondary Administration, Supervision and Guidance.

In December, 1953, Fairfield University was admitted to fully accredited membership in the New England Association of Schools and Colleges and in January, 1954, in the Association of American Colleges. In February 1954, Fairfield was voted institutional membership in the American Council on Education. Membership is also held in the American Association of Colleges for Teacher Education and the Connecticut Association of Colleges and Universities for Teacher Education.



# School of Education Graduate Programs

The School of Education offers courses leading to the degree of Master of Arts and to the Certificate of Advanced Study in these areas:

1. Elementary Administration or Supervision
2. Secondary Administration or Supervision
3. Counseling (School and Non-School)
4. School Psychology - Applied Psychology
5. Secondary Teaching
6. Special Education
7. Talented and Gifted
8. Professional Improvement (including programs for certified elementary school teachers)
9. Religious Education (Summer Only)
10. Educational Media and Television
11. Open and Alternative Education
12. Instructional Computer Science
13. Bilingual-Bicultural Education
14. Community Services
15. Early Childhood
16. Environmental Studies

Approved Connecticut Certification Programs offered by the Graduate School of Education include:

1. Secondary Teaching including Teaching of Exceptional Children
2. Intermediate Administrator
3. Superintendent of Schools
4. School Counselor
5. School Psychologist
6. Media Specialist

A special bulletin is published for the Fall and Spring Semesters and for the Summer Session, indicating the special courses to be offered. In the Fall and Spring Semesters, classes meet Monday-Thursday from 4:30 p.m. to 6:30 p.m., and from 7:15 to 9:15 p.m., and Saturdays from 9:00 a.m. to 4:30 p.m.

## Location of Courses

The majority of the courses offered in the Graduate School of Education are conducted on the Fairfield University campus. Several courses on the graduate level are offered at the Center for Higher Education in Riverside, Ct. and at various locations around the state. Descriptions of off-campus courses are included in this catalog.

## Divisions of Graduate School

1. Administration and Supervision
2. Counseling and Community Services
3. Educational Media
4. School and Applied Psychology
5. Special Education
6. Foundations and Teaching
7. Religious Education





General  
Regulations,  
Policies and  
Academic  
Requirements

# FAIRFIELD

# General Regulations

## Student Programs

All programs of study must be planned with the student's advisor. In granting approval the advisor will consider the student's previous academic record and whether or not the prerequisites set forth by the school have been met.

Students registering for courses through the School of Continuing Education will be awarded undergraduate credit **only**.

## Time

Students are to complete all requirements of a program within a period of six years from the date of entrance upon the first course completed for credit toward the degree. If interrupted for a year, a student must apply for readmission. A review of past work will determine the terms of readmission.

## Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination.

The credit value of each course is given in terms of semester hours. Because of the large amount of outside preparation required for graduate courses, 3 credits are given for courses meeting for at least 1,500 minutes of lecture, recitation, and examinations (usually in the form of fourteen 110-minute periods.)

All courses listed in the catalog are for three graduate credits, except as indicated.

## Grades

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair (lowest passing grade)
F	Failed
Inc.	Incomplete
W	Withdrew without penalty
Q	Grade not submitted by Professor

The symbol + suffixed to the grades of B and C indicate the middle of the ranges covered by those grades. Pass or Fail grades are used in a limited number of courses.

Withdrawal from courses requires the permission of the Registrar. Unless this permission is obtained, the student will receive a grade of F in those courses from which he has absented himself. Except under unusual circumstances, withdrawal from a course without penalty will not be permitted after mid-term examination. After this time a W followed by a Pass or Fail will be entered on the record. For a sufficient reason, the student may request an instructor to grant an extension of time not to exceed one month. A temporary grade "Inc." will then be given to the student; if the work is not completed within the specified time, normally thirty days, a grade of F will be permanently recorded.

A student who elects to withdraw from a course must do so in writing to the Graduate Registrar. Refunds will not be granted without a written notice, with the amount of tuition refund based upon the date the notice is received. Fees are not refundable unless a course is cancelled (see Refund of Tuition).

## Academic Average

Each grade has a numerical value, as follows: A = 4; B = 3; C = 2; F = 0. The plus (+) is counted as one half of a quality point higher. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the second decimal place.

## Academic Load

A full-time student is one who carries 12 or more credits during a fall or spring semester. Twelve credits is the normal maximum load permitted, but with the permission of the Dean, 15 credits may be taken.

Full-time status may be granted under special circumstances to students who are not registered for 12 credits but who carry an academic load equivalent to 12 credits.

During summer sessions full-time students are permitted to carry a maximum credit load of nine credits.

A part-time student is one who carries less than 12 credits during a fall or spring semester and less than 6 credits in a six-week summer session.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to 6 credits during a fall or spring semester and 3 credits during a summer session. In exceptional circumstances and with the permission of the Dean and their employer, they may take 9 credits during a fall or spring semester and 6-9 credits during a summer session.

## Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for master's degrees must maintain a 3.0 average.

Only grades of B or higher are acceptable for courses numbered in the one hundreds.

Candidates for a Certificate of Advanced Study must maintain a 3.0 average and no C grades will be credited toward the Certificate.

## Probation

A student whose average falls below 3.0 any semester is placed on probation for the following semester. If the average is again below 3.0 at the end of that semester, the student may be dropped from the school.

## Matriculation

After a student has completed a minimum of twelve semester hours of work, a committee of the Faculty will review the records of the student to determine whether the student may be a candidate for a degree. The committee may request the student to appear for an oral examination at this time. Students who do not qualify for matriculation will be given written notification.

## Policy Governing Off Campus Programs

Fairfield University Graduate School of Education restricts to 15 the number of credits that can be earned in off campus courses and applied to a degree or certificate program. Any credits earned in excess of the first 15 cannot be applied toward a Master of Arts degree or a Certificate of Advanced Study at Fairfield University.

## Records and Transcripts

Transcripts are issued only upon receipt of a written request and upon payment of the fee by a student. Exception to this regulation is made only in the case of requests from colleges or government agencies who submit a written release signed by the student. Transcripts will not be sent to employers or prospective employers without written permission of the student. Official transcripts are not issued to students. Records of students will be sent only in the form of a total transcript. No partial records will be sent, nor ones listing only courses without grades.

A change in the family name on a student's record or on other official school correspondence or documents requires presentation of a court order. A given name will be changed if a satisfactory explanation for the request is presented in writing.

A woman's married name will be entered on the record only if a copy of the marriage certificate is filed with the Office of the Registrar.



## Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Request for such recommendation for certification is to be made in writing on the form provided by the Dean's Office. No recommendation will be issued until at least fifteen (15) semester hours have been completed at Fairfield University.

## Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after the completion of the Master's degree and completed prior to enrolling at Fairfield will be considered. *Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work is not less than B.* No more than six credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's Office.* No transfer of credit will be considered until 12 semester hours of the student's program have been completed at Fairfield University. Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Dean, be used for waiving prerequisites or for meeting content requirements.

## Awarding of, and Application for Degrees

All Degrees and the Certificates of Advanced Study are awarded at the Annual Commencement Exercises in May. Formal notice "to whom it may concern" will be sent, upon the student's request, at any time work has been completed prior to the actual awarding of the degree. All students must file an application for the degree with the Registrar not later than February 1 of the year in which the degree will be awarded.



# General Regulation for Degrees

(for exceptions refer to program section of catalog)

## Master of Arts Degree Requirements

1. Completion of 33 credits
2. Required courses
  - a. Ed. 229 (at beginning of program) waiver granted if taken on graduate level at another institution.
  - b. Seminar (at end of program) except for students in Counseling and School Psychology certification programs.
  - c. 18 or 21 credits in major field some of which may be required.
3. Electives
  - a. 9 credits (to be approved by an Advisor).

## Comprehensive Examination

4. During the last semester of the program the candidate will be required to pass a comprehensive examination, which may be oral or written or both, in the work offered for the degree; permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, *one* retake examination is permitted.

To fulfill this requirement in the Division, of Foundations and Teaching, the candidate will be given a special reading assignment and will write a critique of the readings in the light of course learnings.

All students must register for the written critique or comprehensive examination two weeks prior to the date of the examination as listed in the academic calendar.

## Transfer of Credit to M.A. or C.A.S.

A maximum of six graduate credits may be transferred for courses completed in other institutions. Moreover, a limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted as part of the credit requirements, provided the candidate has the written approval of the Dean at Fairfield University before registering for such courses.

Over and above the minimum requirements stated in the catalog, the Dean may require additional evidence of fitness for the degree.

## The Certificate of Advanced Study

1. The certificate is granted for an approved 30-credit program in advanced study. Students whose previous program of study was in a field other than that selected for the 6th year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.

Students who receive their M.A. degree from the Graduate School, and who desire to begin programs of advanced study are required to file an application for admission to the program.

2. Required courses:
  - a. Ed 321 (at beginning of program in teaching, administration and media)
  - b. Ed 334
  - c. Practicum (at end of program) or Internship here. Students must be prepared to defend the Practicum before a committee of the faculty.
  - d. 15 credits in major field
3. Electives
  - a. 6 credits (to be approved by an Advisor)

## Connecticut State Certification

Approved programs are indicated on pages 15-61. All graduates of these programs are *legally* qualified for certification in states party to the Interstate Certification Compact. Certification programs are outlined in the Program Section of this catalog.



Division of  
Administration and  
Supervision

# FAIRFIELD

# Division of Administration and Supervision

**Associate Professors:** Director, William J. Garrity, Jr.; Martin A. Stader

**Assistant Professors:** Lester Silverstone

## Master of Arts Degree

See requirements under "General Regulations."

## Certificate of Advanced Study

See requirements under "General Regulations."

## Certification Requirements

All applicants are advised to read the appropriate section of the state regulations manual.

## Intermediate Administrator

To be recommended for provisional certification applicants must have a master's degree and at least fifteen credits in addition to the degree. The following courses must be included in the total Post-Baccalaureate Program:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development with emphasis appropriate to the professional career objectives of the applicant;
4. Educational administration and supervision, with emphasis appropriate to the professional career objective of the applicant (minimum of 12 credits);

5. Mere completion of courses appearing to meet the requirements shall not be accepted as prima facie evidence that the applicant meets requirements. Compliance with all other requirements of Section 10-146-100 is an absolute prerequisite to acceptance of the total program of preparation.

## Superintendent of Schools

Applicants must hold an Intermediate Administrator's Certificate or the equivalent and include the following courses:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development as applied to school systems;
4. Educational administration and supervision as applied to school systems (must include organization of school system, school law, internship and other courses required by the advisor);
5. A core of related study in such areas as economics, sociology, political science and the humanities, selected, in relation to the applicant's total education, to insure breadth of education and scholarly background consistent with the competence expected of a superintendent of schools.
6. Mere completion of courses appearing to meet requirements (1) through (5) shall not be accepted as prima facie evidence that the applicant meets requirements. Compliance with Section 10-146-97 is an absolute prerequisite to acceptance of the total program of preparation.



# Course Descriptions

## **Ed 205 Basic Problems in Administration**

A general consideration of the fundamental problems and principles involved in the organization, administration and supervision of all schools. The legal and professional rights, responsibilities and relationship of all personnel, certified, auxiliary and paraprofessional will be evaluated.

## **Ed 256 Community Relations**

A study of the interaction of interest groups within the community and the effect on education. The problems of the educational leaders in working with those communities of interest and pressure will be considered. Guest speakers from the communities will present ideas for discussion.

## **Ed 264.8 Teaching the Disadvantaged**

A graduate course designed to help teachers and administrators understand the conditions which lead to educational difficulties. Methods will be explored for helping disadvantaged children to overcome these educational difficulties which arise from background and environmental conditions.

## **Ed 293 Principles of Supervision**

This course will consider the application of leadership principles and techniques to supervision within the school. Evaluation of personnel will be studied as it relates to the many factors operating in a given situation. Emphasis will be placed upon establishing evaluative criteria through group processes, particularly involving those who will be evaluated and those who will evaluate.

## **Ed 297 Administrative Leadership**

The course will consider various theories regarding concepts of leaders and leadership. Among items considered are: styles of management, approaches to leadership, methods of decision making, communication and group dynamics.

## **Ed 298 The Principalsip**

The course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, paraprofessionals, secretaries, custodians, and cafeteria workers. Also, relationships with other organizational divisions at the local, state and federal level with be studied to determine their effects upon a school unit and the responsibilities of the principal.

## **Ed 303.5 Simulated Problems in Administration**

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed.

## **Ed 380 Organization and Administration of a School System**

A broad consideration of the concept of public school organizational patterns and their adaptability to particular communities will be undertaken. School board-teacher group contracts will be analyzed and critiqued to determine how such agreements affect the school systems. All aspects of school systems will be explored.

## **Ed 382 Public Relations in Education and Administration**

The relations of school administrators with its varied publics and the media of communications. Techniques and media used to present educational interpretation patterns are presented. Trends in the development of broad public relations concepts are studied.

## **Ed 383 Policy Formulation in Administration**

Definitive treatment of the topic of policy formulation. Attention will be given to the genesis and development of educational policy. In a workshop setting the student will examine the status quo of educational policy toward the goal of review, revision and restructuring to accommodate needs of present societal changes.

## **Ed 392 Problems in Professional Evaluation**

A consideration of the evaluative process as it pertains to school personnel. Evaluation will be viewed from the vantage point of the measurement specialist, the school administrator, teacher, and school board member.

## **Ed 393 In-Service Training of Teachers**

A course intended to assist principals and supervisors in developing and administering various programs for improving the professional competence of teachers and for stimulating the professional growth of those who evidence interest and potential for administrative and supervisory advancement. Factors regarding in-school programs, in-system programs, and programs outside the school system will be discussed.

**Ed 394 School Plant and Building**

A study of the practices, procedures, and problems with regard to school building projects, including new buildings, renovations of older buildings, and the application of energy-saving ideas to school buildings. Areas considered include: grant forms; site selection; finances; the educational plan; architectural services; building design; construction; legal problems; and materials and maintenance.

**Ed 395 Practicum in Administration and/or Supervision**

This course is designed to activate accepted principles of Administration and/or Supervision in real school situations and is subject to approval, supervision, and evaluation by the local school administration involved and by the Division of Administration and Supervision of the University. Projects agreed upon must be sponsored by and acceptable to both groups.

**Ed 396 School Finance**

A study of the practices, procedures and problems regarding the financing of public schools. Theories of taxation; local, state and federal revenues; impact of federal court decisions; equalization; budgeting, accounting, and school property management; and financing student activities are major areas considered.

**Ed 397 Education Law: Federal Rights; State and Local Powers**

The course involves the study of case law and statute law related to education. The areas considered include: federal and state powers; separation of church and state; towns and school districts, including buildings, sites, eminent domain, and school finance; the school board member; contracts, but not employment contracts; apportionment and taxation; school property; tort liability; transportation; special education; and the superintendent and the principal. Students will be expected to report weekly on assigned cases and statutes.

**Ed 397.1 Education Law: Teachers' Rights; Students' Rights**

This course involves the study of case law and statute law related to teachers' rights and students' rights. The areas considered include: teacher certification; dismissal of tenured teachers; due process in dismissal proceedings; membership in subversive organizations; free speech; discrimination; collective bargaining, unions, teacher contracts; maternity leave policies; loyalty oaths; transfers; retirement; dismissal of non-tenured teachers; segregation; residence and attendance; vaccination; due process for students; students' free speech and expression; discipline, corporal punishment, and parental liability. Students will be expected to report weekly on assigned cases and statutes.

**Ed 399.2 Internship in Public School Administration**

The intern is required to do field work for a period of one academic year in the office of a superintendent of schools or his delegate working under his supervision and subject to his evaluation. The work will consist of a minimum of 5 hours per week of organized and directed field work and will require written reports and conferences with designated faculty members in the Division of Administration and Supervision of the University. *3-6 credits*

**Ed 400A Independent Study in Administration and/or Supervision**

Individual projects in administration/or supervision undertaken with the agreement of and under the supervision of the Division of Administration and Supervision. Prior consultation with the Division is required.



Division of  
Counseling and  
Community  
Services

# FAIRFIELD

# Division of Counseling and Community Services

**Associate Professors:** Marguerite R. Carroll

**Assistant Professors:** Ann Marie Wallace,  
Director

**Adjunct Faculty:** Patrick Bologna; David J.  
Cain; Richard P. Hageman, Jr.; Rev. Thomas  
A. McGrath, S.J.; Margaret A. Reddy

The Division offers majors in counseling in the schools, and counseling in the community setting.

The school counseling program prepares students to work as counselors in elementary and secondary schools. The major in community counseling enables students already employed in community services to enhance their professional background and acquire new competencies. This major is also for those who wish to assume related positions in post-secondary educational institutions, career centers rehabilitation services, hospitals, recreation centers, mental health settings, corrections, law enforcement, day care, drug and alcohol abuse centers, recreational and other such social service settings.

A personal interview by a faculty member is recommended for each entering student.

Students accepted for study in the Division may have certain beginning courses in any of the programs waived by permission if they have completed an equivalent course at another institution within the past nine years.

In view of the responsibilities of the role of counselor, both in school and community settings, students whose work is of marginal quality in the advanced courses, or who demonstrate personality qualities that are not conducive to educational settings, will not be recommended to continue in the program.

## Master of Arts Degree

(Excluding certification candidates in school counseling)

See requirements under "General Regulations."

## Master of Arts Degree

(Certification Candidates)

See Requirements under "Certification Program"

## Community Counseling Major

A student in this course of study receives a Master's degree upon completion of 33 credits. This will include CS 358, Practicum in Human Services or Ed 399, Seminar in Education.

Each student's program is individualized to meet needs and goals of the learner.

Students are expected to demonstrate personal qualities that lend themselves to particular community settings.

Studies in this program will include course work in psychology, sociology, counseling, human relations, group process and related disciplines. Courses are individually planned with an advisor.

### Required Courses

9 credits

CS 231	Introduction to Community Services
Ed 255	Group Process
Ed 351	Counseling I (prerequisite: 24 credits in the course of study including 12 credits in psychology)

A total of 12 credits must be taken in psychology from the following. Up to 9 credits can be waived if these courses were taken at the undergraduate level. 3 graduate credits in psychology must be taken.



12 credits

- Ed 241 Psychology of Personal Adjustment
- Ed 242 Abnormal Psychology
- Ed 246 Developmental Psychology
- Ed 246.1 Psychology of Adulthood
- Ed 334 Theories of Learning *OR*
- Ed 334.5 Applied Theories of Learning
- Ed 335 Psychology of Personality

**Electives** (electives plus required and recommended courses should equal 33 credits for the M.A. degree).

12 Credits

- Ed 233 Educational Statistics
- Ed 236 Educational and Psychological Testing
- Ed 239 Community Psychology
- Ed 252 Human Relations Training for Personal Effectiveness
- Ed 257.1 Work and Life
- Ed 354.3 The Counselor as a Resource in the Community: Models for Developing Counseling Skills of Para-Professionals
- Ed 356 Group Counseling (Ed 351)
- Ed 356.1 Advanced Group Counseling (Ed 356)
- Ed 373.1 Family Counseling (12 credits in psychology)
- CS 358 Practicum in Human Services (Ed 351 and all course work completed)

(Students may elect additional courses from any other areas of the graduate school)

*Plus* a comprehensive examination or a final research paper.

## Certificate of Advanced Study

See requirements under "General Regulations" or Certification Programs.

## School Counseling Certification Program

This program prepares students for the professional counseling and guidance role and function in school settings. Preparation in the program does not require teacher training or experience as a condition for state certification. However an internship of one year in the school is required for those without teaching experience. It is possible for a student to obtain certification as a school counselor with a minimum of 33 credits, although it may be necessary to complete required course work up to 45 credits. The latter would be true, for example, when a student's undergraduate preparation does not allow for waivers in the field of psychology. Thus, all programs must be planned individually with a faculty advisor. Candidates who do not already have a Master's degree will be granted an M.A. upon the completion of 33 credits *and* after passing the comprehensive examination. The M.A. must include Ed 229, Philosophical Foundations of Education.

Interested applicants are advised to consult the Division faculty regarding current requirements for certification. Recommendation for certification will be made on the advice of the Division faculty when the student has satisfactorily completed the program.

Students who desire certification in school counseling must take 9 credits in psychology, 3 in social and cultural foundations, 24 in core courses and 3 in philosophical foundations.

Those who already hold a Master's degree which is in a non-related field must fulfill the requirements for certification. This can be done at the Sixth Year Certificate level.

Certification as a school counselor would be recommended by Fairfield University when the student has completed:

1. A planned graduate program in school counseling.
2. Three (3) years of successful teaching experience OR a one-year full-time supervised internship for those who have not had teaching experience AND
3. One year of successful work experience in one or more fields other than teaching, or the equivalent.

School counselors must obtain 45 graduate credits for standard certification in Connecticut. Course work may be in related areas such as advanced courses in the counseling program, special education, administration, etc.

### Required for Master's Degree

- Ed 229 Philosophical Foundations of Education

### Required Courses in Psychology

Nine credits which include the following must be taken at the graduate or undergraduate level. (One course must be taken at the graduate level.) No courses are waived after 9 years from the undergraduate level.

- \*Ed 241 Personal Adjustment
- Ed 242 Abnormal Psychology
- \*Ed 246 Developmental Psychology
- Ed 246.1 Psychology of Adulthood
- Ed 334 Theories of Learning
- Ed 334.1 Applied Theories of Learning
- \*Ed 335 Psychology of Personality

\*Must be taken on the graduate or undergraduate level.

At least one of the following courses is required in Social and Cultural Foundations.

- Ed 239 Community Psychology
- So 254 Sociology of the Family and the School
- School and Community Consultation
- Ed 251.5 Wife and Child Abuse

### Required Core Courses in Guidance and Counseling

(Graduate level only with the possible exception of Ed 233.)

- Ed 233 Educational Statistics
- Ed 236 Educational and Psychological Testing
- Ed 251 Principles and Foundations of Guidance
- Ed 255 Group Process
- Ed 257 Career Development: Theory and Practice
- Ed 331 Techniques and Procedures in Guidance
- Ed 351 Counseling I
- Ed 358 Introductory Practicum in Guidance and Counseling
- Ed 399.7C Internship in Counseling and Guidance  
(A one year work experience in a school counseling and guidance program for those who have not had teaching experience.) 6 credits

It is recommended that if the following courses are not included within the provisional certification program, one be taken as part of the coursework for permanent certification.

- Ed 356 Group Counseling
- Ed 374 School and Community Consultation

Electives or 6th Year Courses. (Refer to course descriptions for prerequisites.)

- CS 231 Introduction to Community Services
- Ed 252 Human Relations Training for Personal Effectiveness
- Ed 352 Advanced Counseling
- Ed 354.3 The Counselor as a Resource in the Community: Models for Developing Counseling Skills of Para-Professionals
- Ed 356.1 Advanced Group Counseling
- Ed 379.1 Family Counseling
- Ed 400 Independent Study (3-6 credits)

# Course Descriptions

## **CS 231 Introduction to Community Services**

This course is designed to introduce students to the foundations of counseling in the community and to a spectrum of community service agencies. Students will also have the opportunity to become familiar with the services of agencies which serve the population of their interest.

## **Ed 246.1 Psychology of Adulthood**

An intensive examination of the processes of human development from young adulthood through old age. Emphasis will be accorded the life crises of each sub-stage. Topics will include career, physical, cognitive, emotional and socio-cultural elements of adulthood.

## **Ed 251 Principles and Foundations of Guidance**

Surveys the philosophy and functions of guidance; the preparation and duties; the methods and models employed and the trends and issues in school counseling. Provides knowledge and appreciation of programs likely to promote efficient group and individual counseling services.

## **Ed 252 Human Relations Training For Personal Effectiveness**

The purpose of this course will be to assist participants to observe their interpersonal behavior in a number of ways. Students will examine assumptions, values and goals seeking to adapt new ones should old attitudes prove invalid to the participant. Confrontation skills, and high quality assertive, responses which include emphatic components, and elements of persuasion will be addressed.

## **Ed 255 Group Process**

Laboratory course whose focus is on group tasks in an interpersonal context. The student will observe the nature of his interactions with others and enhance his knowledge about the nature of groups and the laws of their development.

## **Ed 257 Career Development: Theory and Practice**

The psychology of work and theories of career development are covered. Vocational interest tests are introduced in class, along with an exploration of career information systems. The emphasis of the course is on career counseling and guidance in the schools. Class members will write vocational autobiographies, interview workers, and visit and evaluate school career guidance programs.

## **Ed 257.1 Work and Life**

Surveys the psychological and social dimension of work, with a special emphasis upon career counseling in community settings. Recent changes in the organization of work will be discussed, along with new pressures upon the family arising from women's participation in the work force. Psychological theories of occupational choice and achievement motivation will be studied with a focus upon successful occupational counseling.

## **Ed 258.5 The Educator In Industry**

This course is sponsored by the General Electric Foundation in cooperation with Fairfield University. School systems in the surrounding towns are invited to nominate teams consisting of a classroom teacher, administrator and school counselor to participate in the program. This is done on released time from the school setting. All sessions are held in business or industry.

The purpose of this course is to enhance the educational expertise of participants in areas of career development and to develop resources that have the potential to impact on career counseling and curriculum development.

## **Ed 305.5 The Psychology of Leadership**

This course will explore leadership in the framework which affects the superior/subordinate relationship. Emphasis will be on individual and group leadership as an integrating mechanism in complex organizations. Topics such as: group norms, effect of group pressure toward uniformity, hidden agendas, distortion of verbal perceptions, leadership styles, reference groups, etc., will be addressed through readings, discussion, and video tape role play.

## **Ed 317.1 Human Sexuality**

An examination of the development of sexual identity, sex roles and sexual functioning in the life cycle. Special topics considered will be the sexual revolution and sex education.

## **Ed 331 Techniques & Procedures in Guidance**

Following an earlier understanding of the philosophy and principles of guidance, students are exposed to specific techniques, procedures, and materials used in secondary school guidance programs. (Prerequisites: Ed 236, 251, 257, 335).

**Ed 351 Counseling I**

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. The counseling process will be studied from the conceptual viewpoints of the phenomenological, humanistic trend. Major emphasis is on role playing with the use of video tape and one-way mirror observation. (Prerequisites: Community Counseling: all basic psychology courses and at least 24 credits in the program. School Counseling: all course work previous to Introductory Practicum.)

**Ed 352 Advanced Counseling**

For those working as counselors in a professional setting or have taken a practicum in Counseling, Advanced Concepts in Counseling. Use of video tape. Permission of department.

**Ed 354.3 The Counselor As A Resource in the Community: Models For Developing Counseling Skills of Non Professionals**

This course is intended for professionals in student personnel, teaching, vocational guidance, school psychology, or for counselors in such settings as schools, rehabilitation agencies, corrections, alcohol and drug centers and other similar community agencies.

The purpose of the course is to focus on the teaching skills that enable one to train para-professionals in communication and counseling skills. Models will be presented which can be used for in-service training on non professionals in various school and community settings.

**Ed 356 Dynamics and Techniques of Group Counseling**

Students explore the dynamics of interpersonal relationships in a laboratory setting as participant in a group and observer of a group. Focus is on the identification of the structure of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: Ed 351.)

**Ed 356.1 Advanced Group Counseling**

Advanced laboratory course for counselors working with groups in a school or community setting. Students will further enhance their sensitivity to the psychodynamics of the group counseling process. (Prerequisites: Ed 351, Ed 356 and permission of the instructor.)

**Ed 358 Introductory Practicum in Guidance and Counseling**

Live school counseling experiences under supervision of a faculty member through observation and audiovisual mechanical reproductions. Students will work in schools and other agencies with children, parents and professional personnel. (Prerequisite: Completion of all course work leading to certification.)

**CS 358 Practicum in Human Services**

A schedule of weekly experiences arranged with the student in agencies outside of the elementary or secondary school setting. This will include post-secondary educational institutions, mental health settings, counseling centers, hospitals, recreation centers or rehabilitation centers. Field work will be supplemented by weekly supervision at the University. (Prerequisite: Completion of all course work previous to Practicum.)

**Ed 373.1 Family Counseling**

The course will survey the field of family therapy with special emphasis on the structural family model and the "three generation general systems model of interlocking triangular relationships." Audiovisual presentations of teaching tapes will be used as part of the learning experience.

**Ed 374 Counseling As Consultant to School and Community**

An advanced course focused on the process of consultation with parents, teachers, administrators and mental health professionals working within school and community systems. Emphasis will be placed on defining the role of the consultant, exploration of consultative models and the development and implementation of effective skills applicable to a variety of professional settings.

**Ed 379.2 Field Experience Practicum**

The supervised practicum offers the student in TWT an opportunity to experience the practical aspects of the world of work. It enables the student to translate skills already acquired in home, volunteer settings, or past work experience, and it assists in further defining new work roles for the student.

The practicum may be in any area, other than a current work setting, which the student feels is applicable to her needs, interests, and abilities.



**Ed 399.7C Internship in Counseling and Guidance**

A work experience in a counseling and guidance program in a school setting for those who have not had teaching experience. Interns are supervised during the entire school year in the work setting by faculty of the Counseling Division. (Prerequisite: Permission of Division.)

**Ed 400C Independent Study in Guidance and Counseling**

Students may do individual projects in consultation with an individual faculty member.     3-6 credits





Division of  
Educational Media

# FAIRFIELD

# Division of Educational Media

**Professors:** Ibrahim M. Hefzallah, Director  
**Adjunct Faculty:** Arthur Lalime; John J. Lauria; Joseph M. Wall; Marion S. Walsh;

## Educational Media Program

The prime objective of the educational media program at Fairfield University is to offer a strong training program in the educational media field to teachers, school administrators, and school media specialists. The program attempts to offer varied and rich first-hand experience in theory, production and utilization of educational media in instruction.

The Educational Media Division is equipped with the necessary equipment for offering its various courses. Among the facilities are: A TV studio equipped with a ½ and 1" video tape recording units, video cassette recorders, and editing facilities; an educational media laboratory; a sound laboratory; and a multi-station darkroom.

Students are encouraged to work with different types of equipment and to produce instructional programs. Still picture cameras, motion picture cameras, video cameras, videotape recorders, and a variety of portable production equipment are available for student loan. In addition, students can reserve the facilities of the media center.

A full-time TV coordinator is responsible for recruiting and training a TV volunteer crew. The crew participates in planning and producing Fairfield University TV Programs and works in the production of Connecticut Public Television programs originating from the CPTV studio at Fairfield University.

## Master of Arts Degree

Candidates for the Master's Degree in Education with a major in educational media have to complete 33 credit hours with at least 24 credit hours in the educational media field.

### A) Required Courses in Media (All courses are 3 credits)

Ed 271	Audio-Visual Methods in Teaching
Ed 272	The School Library - or Ed 281.1 Research in Educational Media Administration
Ed 274	Production of AV Materials
Ed 399.4	Research in Educational Media - or Ed 399.5 Internship in Educational Media - (full-time students)

### B) Areas of Specialization

- 1) School Media Specialist
- 2) Film Study Teacher
- 3) TV Production Teacher
- 4) Professional Improvement

### 1. School Media Specialist

(Choice of four courses)

Ed 262.5	Contemporary Literature for Children
Ed 262.6	Traditional Literature for Children
En 205	Literature for Young Adults
Ed 272.1	Cataloging of Teaching Materials
Ed 272.2	Seek and Search
Ed 272.3	Selection and Evaluation of Teaching Materials
Ed 273	Sounds of Learning

## (Choice of two courses)

- Ed 275 Photography for Teachers
- Ed 276 Educational Motion Pictures - Theory and Practice, Part I
- Ed 277 Educational TV I
- Ed 277.1 The Video Experience
- Ed 275.1 Basic Darkroom Techniques
- Ed 273.1 Techniques of Sound Recording (one credit)
- Ed 274.1 Production of AV Materials for Multilingual Teaching
- Ed 274.3 3-D Teaching Materials (one credit)
- Ed 277.2 TV, Foreign Language, ESL and Bilingual Education
- Ed 277.3 Evaluation of Educational TV Programs - (one credit)

**2. Film Study Teacher**

(Choice of four courses and any two electives)

- Ed 276 Educational Motion Pictures - Theory and Practice, Part I
- Ed 276.1 Teaching Film Animation to Children
- Ed 276.2 Educational Motion Pictures - Theory and Practice, Part II
- Ed 263 Communicative Arts
- As 290 American Novels in Films
- As (Ed, Hi) 276.3 History of Motion Pictures in the Western World
- Ed 400 Independent Study

**3. TV Production Teacher**

(Choice of at least four courses; any two electives)

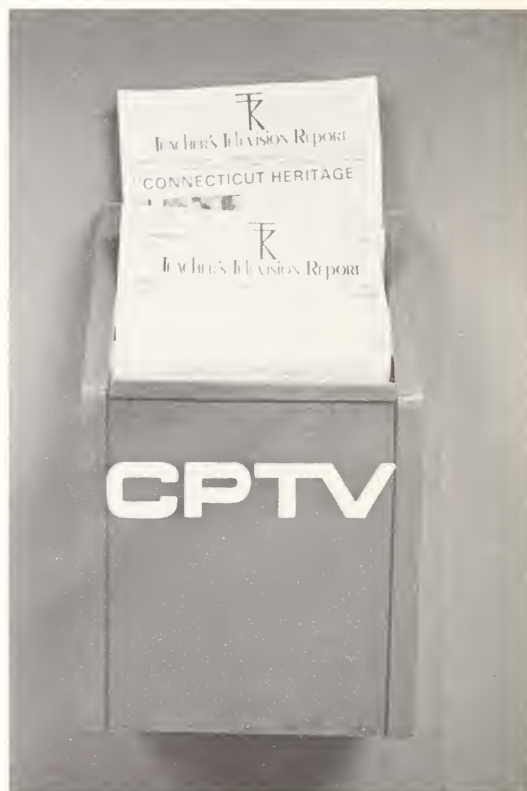
- Ed 277 ETV I
- Ed 277.1 The Video Experience
- Ed 277.2 TV, Foreign Languages, and Bilingual Education
- Ed 278 ETV II
- Ed 278.1 Planning and Production of TV News
- Ed 378 Practicum in TV Production
- Ed 399.5 Internship in TV Production (full time students)
- Ed 400 Independent Study

**4. Professional Improvement**

Students who are interested in studying media courses to improve the quality of their teaching can choose at least four courses and two electives mentioned on page 2.

**C) Required**

- Ed 229 Philosophy of Education





## The Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the Master's.

### A) Required Courses

- Ed 321 Comparative Philosophies of Education
- Ed 334 Theories of Learning
- Ed 281 Administration of Educational Media Programs  
or
- Ed 281.1 Research in Educational Media Administration
- Ed 399.4 Research in Educational Media

Other courses must be in the selected area of specialized study.

### B) Areas of Specialization

#### 1. Media Management

- Ed 293 Principles of Supervision
- Ed 297 Administrative Leadership

Selection of four courses from the School Media Specialist area.

#### 2. Film Study Teacher

(Open for candidates who have had their Master's Degree in areas other than film study techniques)

Choice of Six Courses:

- Ed 276 Educational Motion Pictures - Theory and Practice/Part I
- Ed 276.1 Teaching Film Animation to Children
- Ed 276.2 Educational Motion Pictures - Theory and Practice/Part II
- Ed 277 ETV I
- AS 240.1 Writing for the Visual Media
- AS 290 American Novel in Films
- As (Ed, Hi) 276.3 History of Motion Pictures in the Western World
- Ed 400 Independent Study

#### 3. TV Production Teacher

(Open for candidates who have had their Master's Degree in areas other than TV Production)

Choice of Six Courses:

- Ed 276 Educational Motion Pictures - Theory and Practice/Part I
- Ed 240.1 Writing for the Visual Media
- Ed 277 ETV I
- Ed 277.1 The Video Experience
- Ed 277.2 TV, Foreign Language and Bilingual Education
- Ed 278 ETV II
- Ed 278.1 Planning and Production of TV News
- Ed 378 Practicum in TV Production
- Ed 399.5 Internship in TV Production (full time students)
- Ed 399.4 Research in Educational Media (TV)
- Ed 400 Independent Study

## Course Descriptions

### Ed 271 Audio Visual Methods

Survey of different types of teaching materials and tools and their efficient application in teaching; principles of integrating multi-media in teaching.

### Ed 272 The School Library

The role of the school library in the teaching — learning process. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments. Teaching elementary and secondary school students efficient ways of using the school library.

### Ed 272.1 Cataloging of Teaching Materials

Principles of classifying and cataloging of teaching materials for optimum access and retrieval by the student and the teacher.

**Ed 272.2 Seek & Search**

How to find information, and how to teach elementary and secondary school students efficient ways of retrieving information.

**Ed 272.3 Selection and Evaluation of Teaching Materials**

Sources of information on teaching materials; principles of selecting and evaluating teaching materials. The course will introduce to the students a variety of teaching materials in different subject matters and on different levels.

**Ed 273 Sounds of Learning**

How to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; production of audio programs.

**Ed 274 Production of Audio-Visual Materials**

Design of instructional materials; techniques and methods of producing audio-visual materials such as 2x2 slides, overhead transparencies and materials for display boards. Care and operation of audio-visual equipment. Lab fee \$20.00.

**Ed 275 Photography for Teachers**

The role of the still picture in communication with particular emphasis upon instruction; the design and production of instructional still pictures. Mechanics of camera operation and darkroom techniques.

**Ed 275.1 Basic Darkroom Techniques**

This course is primarily intended for those interested in processing film and producing black-and-white prints. No prerequisite is required, however, the student should be familiar with basic photographic procedures. Film development, the making of contact sheets, and enlarging are stressed with "hands-on" involvement.

**Ed 276 Introduction to Motion Pictures I**

Techniques of communication through the motion picture medium; utilization and evaluation of instructional films. Mechanics of camera operation, editing, and actual production of sound super 8mm films.

**Ed 276.1 Teaching Film Animation to Children**

The course is designed to explore and train teachers in simple animation techniques which can be taught to children. Prior knowledge of motion picture photography is not a prerequisite.

**Ed 276.2 Introduction to Motion Pictures II**

The course is designed for those who have taken Ed 276 or Ed 276.1 and are interested in pursuing and developing their understanding of the motion picture medium, and their skills in producing films. (Prerequisite Ed 276 or Ed 276.1.)

**Ed 276.3 History of Motion Pictures**

A study of the evolution of the motion picture medium from its infancy to its present stage of development.

**Ed 277 Educational Television I**

Television as a communication medium, learning from television; present and future use of television in education, planning schools for the use of television. Production of a short instructional television program.

**Ed 277.1 The Video Experience**

Using single-camera - video tape recorded system, the course explores simple and creative production and utilization techniques of TV in education. Teaching children how to use portable TV equipment to enrich their learning.

**Ed 277.2 TV, Foreign Language ESL and Bilingual Education**

The course is designed for foreign language, ESL and bilingual teachers who are interested in exploring the use of television in bilingual education. Students enrolled in the course will work with the TV medium to produce short educational TV programs. The course will be team - taught by a professor in bilingual education and a professor in educational television.

**Ed 278 Educational Television II**

Production of educational television programs: the picture element in television, pictorial composition and continuity, television lighting and sound, editing and principles of script writing. (Prerequisite: Ed 277.)

**Ed 279 Seminar in Educational Technology**

The seminar is planned to introduce the student to advanced study and current issues in the field of instructional technology. Each member will make an independent study to be discussed in the seminar. (Prerequisite 15 credit hours in media courses.)

**Ed 280 Motion Picture Appreciation**

The evolution of motion pictures as an entertainment, cultural and educational mass medium. Contemporary schools in motion pictures. Teaching motion picture discrimination on different school levels.

**Ed 281 Administration of Educational Media Programs**

Administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting, planning schools for instructional technology application. (Prerequisites: Ed 271 and 274.)

**Ed 281.1 Research in Educational Media Administration**

Independent study with emphasis upon research in administering educational media programs. (Prerequisite: 15 credit hours in media courses.)

**Ed 399.4 Research in Educational Media**

Prerequisite 15 credit hours in educational media courses. *Credit by arrangement*

**Ed 399.5 Internship in Educational Media**

The internship is for full time students who seek firsthand experience in educational media management. *Credit by arrangement*





Division of School  
and Applied  
Psychology

# FAIRFIELD



# Division of School and Applied Psychology

**Professors:** Alexander Tolor

**Associate Professors:** Robert Dubroff,  
Director

**Adjunct Faculty:** Ann M. Black; William L.  
Curnin; Rev. Thomas A. McGrath, S.J.

## School and Applied Psychology

The Division subscribes to the philosophy that its students should be broadly educated and trained for a profession that serves people. In order to further the understanding of the complexities of human behavior, there must be an adequate grounding in concepts drawn from psychological science as well as familiarity with the social and biological conditions that are basic to normal and deviant human development. Moreover, the Division gives careful attention to the settings that might offer the student the best role models for professional functioning and integrates field experiences with the course offerings.

School psychology is regarded as a branch of psychology, requiring a scientific base for all procedures employed. The Division reviews a wide range of approaches, introduces students to them, and encourages students to evaluate their own responses from scholarly study and an examination of themselves. The attempt is to promote intellectual inquiry, scholarly vigor, and breadth of understanding which would facilitate a flexible professional approach.

The major objective of the School Psychology Division is to offer appropriate preparation to individuals seeking State certification as school psychologists.

This objective is accomplished by providing professional training grounded in psychological principles, that is related to other branches of knowledge, and that offers extensive and well-integrated field experiences. The Division's orientation is a broadly eclectic one that places a high priority on understanding human behavior and the acquisition of professional skills that would enable the individual to adapt flexibly to existing and emerging roles in the field.

An alternate objective is to provide training at the Master's level to individuals seeking a career in related professional areas in which education in psychology is deemed desirable. For example, increasing recognition has been given to the rehabilitation of offenders, life adjustment of the elderly, identification of special needs of preschool children, and enhancement of employee satisfaction.

Another objective is to enable individuals who plan to pursue one of the doctoral programs in psychology at another institution to take graduate-level courses that might fulfill their needs.

## Master of Arts Degree and Certificate of Advanced Study

See requirements under "General Regulations" and Certification Programs

## Certification Program

Students in school psychology do not need teacher training or experience to qualify for State certification as school psychologists. However, in view of the complexities of the school psychologist's role in modern society, and the often far-reaching implications of the school psychologist's work in the lives of people, the Division regards very seriously its responsibilities to graduate students, to the profession in general, and to the individuals and schools to be served. Consequently, the Division attempts to screen candidates very carefully, not only for academic credentials but also for a personality that is suitable for professional practice. The selection procedure may require a personal interview of entering students. Ongoing student review requires two separate interviews with full-time faculty members upon completion of the first 12 credits in the program. Students whose academic performance is of marginal quality or who demonstrate personality qualities that are not appropriate for the demands of professional functioning as a school psychologist may be requested to discontinue further course work and may be denied recommendations for State certification.

The requirements for students seeking provisional certification as school psychologists include both required and elective courses comprising a cohesive learning experience. The State requires a minimum of 45 credits of graduate work in a planned program of study, including the Master's degree. These 45 credits must be completed in addition to any waivers that may be granted on the basis of equivalent undergraduate courses. Waivers are based on an evaluation of the student's transcripts by the faculty in order to determine whether certain courses that have been taken as an undergraduate within the past nine years are acceptable in lieu of specific graduate courses.

For some students applying to the program, whose prior study does not permit any waivers, a total of 57 graduate credits may be required. In the number of credits required by the Division for an individual student, it should be noted that the total includes 6 credits of field work.

On completion of all courses and the field-work, and award of provisional certification in school psychology by the State Department of Education, the student is required to complete a year's internship for 6 credits to preserve their certification.

For students who have taken a certain equivalent graduate courses at other institutions, a transfer of a maximum of 6 credits may be arranged subject to approval by the Dean.

In pursuing the credit requirements for recommendation for the school psychologist certificate, the student will qualify for the Master's degree. In addition to 33 credits, award of the Master's degree in the School Psychology program requires the passing of a comprehensive examination and the completion of the course, "Philosophical Foundations of Education."

Those students who are interested only in a Master's degree, without intending to apply for certification in school psychology, are required to take the "Seminar in Education" in addition to the course, "Philosophical Foundations of Education." The comprehensive examination must also be passed.

For those who will be applying for Provisional Certification as a School Psychologist, courses must be taken from the following areas.

### Human Growth, Personality Development, and Individual Differences

*Ed 241	Psychology of Personal Adjustment	3
*Ed 246	Developmental Psychology	3
*Ed 335	Psychology of Personality	3
Ed 242	Abnormal Psychology	(3) elective
Ed 257	Career Development: Theory & Practice	(3) elective

**Evaluation Techniques**

*Ed 233 Educational Statistics	3
*Ed 236 Educational & Psychological Testing	3
Ed 338.1 Educational & Psychological Assessment I	3
Ed 339.1 Educational & Psychological Assessment II	3
Ed 340 Introduction to Projective Techniques	3
Ed 341 Administration of Projective Techniques	3
Ed 342 Administration of the Rorschach	(3) elective
Ed 342.1 Rorschach Practicum	(3) elective

**Individual and Group Intervention**

Ed 351 Counseling I	3
Ed 336.1 Behavioral Evaluation & Intervention	(3) elective
Ed 255 Group Process	(3) elective
Ed 348 Psychotherapy for School Psychologists	(3) elective
Ed 352 Advanced Counseling Practicum	(3) elective
Ed 353 Counseling with Young Children in Groups	(3) elective
Ed 356 Dynamics and Techniques of Group Counseling	(3) elective
Ed 373 Parent Counseling	(3) elective
Ed 373.1 Family Counseling	(3) elective
APY 271 Effective Interviewing	(3) elective

**Learning Theories**

Ed 334.5 Applied Theories of Learning	3
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**Other**

Ed 229 Philosophical Foundations of Education	3
Ed 230 Issues in Professional Practice	3
So 254 Sociology of the Family & School	3
Ed 239 Community Psychology	(3) elective
Ed 371 Research in Education & Psychology	(3) elective

**Field Work and Internship**

Ed 337 Field Work in Child Study I	3
Ed 337.1 Field Work in Child Study II	3
Ed 399.7P Internship in School Psychology	6

**Special Education**

SE 213 Introduction to Learning Disabilities	3
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\*May be waived if equivalent course has been taken as an undergraduate.

The Standard Certificate as a School Psychologist may be awarded by the State to those individuals who acquire three years of successful experience under the provisional certificate and complete 15 additional semester hours of graduate credit beyond the provisional certificate. These credits must include, *but are not restricted to*, courses in the areas of (a) research; (b) understanding family relationships and other sociological factors; and (c) related disciplines, such as speech pathology, language development, special education, etc. The requirements for standard certification may be met, for example, with nine semester hours in each of the three specified areas and six credits in other courses.

# Course Descriptions

## APY 271 Effective Interviewing

This course is designed to offer training to individuals whose work requires a high level of skill in communicating. The emphasis is on defining the goals of the interview, on the best means for achieving these goals, on attending to overt and covert language and non-language messages, and on dealing with the emotional dimensions of the interview.

## Ed 230 Issues in Professional Practice

An introduction to the practice of school psychology. On site visits to schools and presentations by working professionals. Emphasis on case referrals, consultation, perspectives on assessment and program development.

## Ed 233 Educational Statistics

A study of elementary descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied include measures of central tendency, variability, normal distributions, z and t scores, and statistical tests of significance.

## Ed 236 Educational and Psychological Testing.

Concepts and principles of educational and psychological testing encompassing purposes, characteristics, and types of tests, administration, scoring, and interpretation of test results. Emphasis on aptitude, interest and achievement testing. (Prerequisite: Ed 233.)

## Ed 239 Community Psychology

A study of new developments in psychological services: identifying communities; determining needed services; reference to programs in action. Career development for the community psychologist; effective communication with the community.

## Ed 241 Psychology of Personal Adjustment

A study of the process of adjustment of normal individuals, particularly in the ages of childhood and adolescence; identification of abnormal adjustment reactions; applications of mental health principles to school, family, and community settings.

## Ed 242 Abnormal Psychology

Covers a wide range of psychopathological conditions, the symptoms and dynamics involved, their etiologies, with special emphasis on child pathology.

## Ed 246 Developmental Psychology

Intensive study of the processes of human development from birth through adolescence contributing to personality formation to realize the individual potential. The factors of sub-cultures and varying educational forms will be evaluated; the application of mental health principles studied.

## Ed 334.5 Applied Theories of Learning

Major learning theories are related to school problems and their management. Special focus is on behavioral modifications, including ethical considerations and limitations. (Prerequisite: Ed 335.)

## Ed 335 Psychology of Personality

A comprehensive approach to an understanding of personality formation through a survey of viewpoints of leading theorists such as, Freud, Jung, Adler, Horney, Sullivan, Allport, Maslow and others. (Prerequisites: Ed 241, 246.)

## Ed 337 Field Work in Child Study I

Field work in the evaluation of intelligence and adjustment status of students in school settings. Assistance given in arrangement for the field placement; weekly seminar attendance is required. (Prerequisite: Ed 340.)

## Ed 337.1 Field Work in Child Study II

Field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement arranged; weekly seminar attendance is required. (Prerequisite: Ed 337.)

## Ed 338.1 Educational and Psychological Assessment I

Introduction to the background and principles of individual assessment techniques. Special problems of psychodiagnostic testing of minority group children will be considered. Major emphasis will be placed on the administration, interpretation and reporting of the Wechsler Scales.

## Ed 339.1 Educational and Psychological Assessment II

The integrated use of psychodiagnostic tests in case study. Demonstration and practice in the Binet, I.T.P.A., McCarthy Developmental Scales, Bender-Gestalt, Goodenough Drawing, WRAT, SOMPA and related instruments, designed to assess intellectual, perceptual and psychoeducational functioning.



**Ed 340 Projective Techniques I**

Intended to give an appreciation of the nature and purpose of projective instruments, and to sensitize the student to careful and systematic observation of clients. The Bender-Gestalt Test, Draw A Person, T.A.T., are among instruments studied. (Prerequisite: Ed 335, 334.5, 338.1.)

**Ed 341 Projective Techniques II**

Advanced course which prepares students for administration, scoring, and interpretation of selected projective techniques, with emphasis on the thematic tests. (Prerequisite: Ed 340.)

**Ed 342 Administration of the Rorschach**

Advanced course providing training in the administration, scoring, interpretation, and report writing for the Rorschach techniques. Both semesters of Rorschach courses required to fulfill standards of adequate professional practice. (Prerequisites: Ed 340, 341.)

**Ed 342.1 Rorschach Practicum**

Intended not only to equip students for adequate administration and scoring but also to prepare for making valid independent interpretations of the Rorschach technique and to write integrated psychological reports. (Prerequisite: Ed 342.)

**Ed 348 Psychotherapy for School Psychologists**

This course is intended to sensitize the student to the meaning of specific therapeutic transactions with children and their parents. Access to clients is required. For advanced students by permission only.

**Ed 371 Research in Education and Psychology**

Research and evaluation in the schools; procedures and practice in experimental investigation of school related problems; appropriateness of evaluation and measurement techniques. Practical consideration affecting coordination of research in the schools. (Prerequisites: Ed 233, 236.)

**Ed 399.7P Internship in School Psychology**

One full year or two years of half time work experience under the dual supervision of University personnel and a certified school psychologist in the field. (Prerequisite: Completion of all course work in the school psychology program leading to certification). 6 credits





Division of Special  
Education

# FAIRFIELD

# Division of Special Education

**Professors:** Jerome Schiller

**Associate Professors:** Margaret C. Deignan,  
Director

**Assistant Professors:** Daniel Geller

**Adjunct Faculty:** Robert Avery; John Dixon;  
Beatrice Krawiecki; Richard Natale; Mary  
H. Wolf

## Master of Arts Degree and Certificate of Advanced Study

See Requirements under General Regulations

## Certification Requirements

### Preparation of Teachers of Exceptional Children

The following represent the current state requirements for certification as a Teacher of Handicapped Children.

Preparation of Teachers of Exceptional Children.

To receive a provisional certificate endorsed for Special Education, an applicant shall present evidence of meeting general and specific basic requirements as mandated by the State Department of Education. Programs for certification will be specified on an individualized basis in a series of meetings with the candidate's advisor.

The essence of the certification program in Special Education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of learning strengths and weaknesses of each child. This evaluation of perceptual, language and cognitive functioning is used as the basis for deriving a prescriptive curriculum for the handicapped child.

The planned program in Special Education is presented according to the format of the state certification law for preparation and includes courses in the following areas:

#### I. Psychoeducational Theory and Development of Handicapped Children

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

#### II. Diagnosis of Handicapped Children

Students possessing the outline developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

#### III. Program Planning and Education of Handicapped Children

Survey, analysis and evaluation of programs available for handicapped children from the knowledge basis. Theory, development, diagnostic procedures, curricula and methods will be used as the baseline for comparison.

#### IV. Curriculum and Methods of Teaching Handicapped Children

The teaching process, albeit based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with the child his unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the Special Education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them, and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, to shift areas, and to utilize several alternative approaches to the same end goal.

## V. Practica

The practica are designed to give students opportunities to engage in actual teaching situations under supervision by university, school and agency personnel. They provide situations in which to observe and evaluate the ability of the students to translate classroom learning into effective teaching.

Practicum requirements are settled individually in meetings with faculty advisors.

## VI. Special Education course planning will be in concert with the student's advisor.

# Course Descriptions

### SE 185-186 Internship in Special Education

Involves a minimum of one full semester of full time teaching experience with exceptional children. Fulfills all requirements for state certification when student spends one full year (two semesters) in this position. *6 credits*

### SE 203 Issues & Problems in Special Education

This course is designed to accommodate both special and non-special education majors. Problems will be described as thoroughly as possible and issues and opposing positions will be identified. Previous attempts at solutions and resolutions will be explored. Practical suggestions on how the problems may be dealt with effectively in the schools will be discussed. Specific issues and problems will include: labeling, demonstrating effectiveness, individualizing instructional programs (IEP's), mainstreaming, deinstitutionalization, early identification, parental involvement, and nutritional factors and behavior.

### SE 211 Introduction to Mental Retardation

This course will be oriented toward developing an understanding of mental retardation as a medical, sociological, educational and psychological problem with implications for prevention and intervention.

### SE 213 Introduction to Learning Disabilities

This course introduces Learning Disabilities by providing a history, a definition and a review of research. A conceptual model is introduced with supporting developmental rationale for inclusion.

### SE 217 Introduction to the Emotionally Disturbed Child

Compares normal and atypical patterns of personality growth from infancy through the school years.

### SE 221 Education of the Talented and Gifted

An introductory course focusing on the characteristics of and programming for the gifted and talented child. Emphasis will be placed upon identification techniques appropriate to the intellectually, superior student, the creative child, and the talented student.

### SE 225 (THE) Creative Process and the Creative Child

A course which will focus on the exploration of creativity through activities and theories, contemporary practices and research, and which will examine the implications of this paired approach for the education of the creative child. Attention will be given to the development and measurement of creativity in classroom settings as well as its growth in the individual.

### SE 227 Special Education Learning Center

Implications for regular and special teachers of mainstreamed handicapped children. The purpose of this course is to clarify the interaction between special and "regular" educational programs for mildly handicapped children, including mentally retarded, learning disabled and socially/emotionally disturbed children. Specifically the content will focus on the procedures for coordinating the education of these children in the learning centers and in the regular classes. Topics will include such things as: procedures for mainstreaming; the role of the special educator as consulting teacher; instructional and behavior management, support of the special child in the regular class; involving parents in the education of their handicapped child; observation and reporting techniques.



### **SE 232 Management Techniques in Special Education**

The major portion of the content will focus on various techniques for improving behavior of problem students in regular and special education programs by regular and special education teachers. Content will include such items as behavioral analysis, task analysis observation techniques, measuring and recording behavior change, changing teacher behavior. This course has no prerequisites and is open to both special and non-special education majors.

### **SE 236 Administration of Educational Tests**

A course designed to include selection, administration, scoring and interpretation of individually administered educational achievement and diagnostic instruments.

### **SE 237 Measurement and Evaluation in Special Education**

The purpose of this course is to provide information and skills that will assist in the administration, scoring and interpretation of tests, and the development of informal inventories and tasks used for educational assessment of school children. Topics will include such things as: the meaning and interpretation of standard scores, standard deviation and standard error; what precisely is a diagnostic test; interpreting achievement test data; task analysis; comparison of norm with criterion referenced testing; item analysis; variant uses of standardized tests.

### **SE 242 Educational Considerations of the Multihandicapped**

Examination of the characteristics of and intervention programs for multihandicapped populations within special education settings. This will include all levels of handicapping conditions from mild to profound. Specific topics will include such things as: interaction effects of specific handicapping conditions (for example the effect of learning disabilities on mental retardation); the role of differential diagnosis; settings for the multihandicapped; programs for the multihandicapped; legal considerations in placement and programming; issues in the education of the multihandicapped.

### **SE 248 Information Processing in Exceptional Learners**

Identification, analysis and evaluation of factors which interfere or enhance students' abilities to process information. Discussions will focus on such things as: attention; distractibility; hyperactivity; impulsivity; sequential vs simultaneous information processing; memory; & figure ground organization. These and others will be viewed as they operate within learning disabled, mentally handicapped, behaviorally disordered and brain damaged children.

### **SE 259 Developmental Reading Implications in Special Education**

This course is designed to provide a review of basic approaches to the teaching of reading. Special attention will be extended to the correlation of individual learning styles of special education students and the development of reading.

### **SE 265 Prescriptive Curricula in the Pre-School**

A clinical approach to continuous developmental educational planning in the nursery school and kindergarten.

### **SE 266 Differentiated Curriculum for the Gifted and Talented**

This course will focus on the special learning styles of different groups of gifted and talented children and curriculum approaches that are appropriate for children with exceptional intellectual ability, children with exceptional creative ability, children with exceptional spatial ability, children with exceptional linguistic ability, and children with exceptional psychomotor ability. Methods of discovering learning style preferences will be considered.

### **SE 271 Early Intervention & Preschool Education**

An introductory course representing current data on the early detection of learning problems and subsequent early intervention in the preschool. Topics to be covered include: determining a preschool handicapped population (screening and diagnosis), and an overview of early intervention procedures including developmentally planned programs, language and cognitive training programs, total scope compensatory programs and deficit training programs. Case approaches in early identification and intervention will also be presented.

**SE 280 Development of Artistic Talent**

In recognition of the increasing demand that the arts (music, theatre, dance, and graphic arts) be placed in the regular (K-12) curriculum the classroom teacher needs to become familiar with principles and methods to identify and support talented students in the arts as well as to be knowledgeable on arts programming for all students. The course will focus on *strategies* for uncovering aptitudes, *practices* for student development, *model course designs* which will utilize available art resources and suggest methods in career guidance.

**SE 320 Special Topics - Talented and Gifted**

This course takes an in-depth look at major issues in the field of Talented and Gifted such as differentiated curriculum, learning styles, teaching strategies to maximize the potential of the student at the elementary and secondary level. Emphasis is also placed on program models and techniques of evaluation.

**SE 334 Diagnostic Evaluation of the Learning Disabled Child**

This course deals with the evaluation of the educational, functional, structural and personality assets and liabilities of a learning disabled child within his family and school setting. (Prerequisites: Advanced standing and permission of the instructor.)

**SE 335 Clinical Teaching I  
SE 335.1 Clinical Teaching II**

A six credit sequence required of all certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be noncategorical in nature, and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 213, SE 361.) *6 credits*

**SE 337 Curriculum & Methods in Mental Retardation**

Curricula and methods presently in use with the retarded at each level of schooling will be presented. Emphasis will be on the mildly retarded in public school settings.

**SE 340 Practicum**

Students will complete a project involving field work in Special Education. This course does not cover the requirements, and cannot be used, for certification in Special Education.

**SE 352-352.1 Workshop in Special Education**

Pertinent psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 213, SE 335, SE 361.) *6 credits*

**SE 357 Comprehensive Planning for the Trainable Mental Retardate**

Developmental and behaviorally oriented approaches to the care, training, and vocational and social habilitation of the moderately and severely retarded child.

**SE 361 Diagnostic Procedures in Special Education**

Evaluation of learning abilities of exceptional children using formal and informal approaches. (Prerequisite: SE 213.)

**SE 375 Program Planning in Special Education**

This course is designed to examine past, present and future trends and issues in Special Education. An emphasis is placed on recent legislation and litigation at the federal, state and local levels, with special emphasis on the State of Connecticut. A critical examination of placement and programming options and alternatives for exceptional children within this context, including the rights and responsibilities of children, parents and educators.

**SE 380 Practicum in Education of Gifted and Talented**

Working under the supervision of a faculty member students will complete an individual or group project involving field work in the area of talented and gifted. Students will work directly with artists, teachers, administrators, and educational specialists in the completion of projects. (Prerequisite: permission of the instructor.)

**SE 390-390.1 Practica in Special Education**

Focus in these courses is on effective teaching of children with at least two types of handicapping conditions. Two different settings will be employed. Students working for both certification and Certificate of Advanced Study may use one of these courses to fulfill the C.A.S. Practicum requirement. *6 credits*

**SE 397 The Law & Special Education**

The course will provide an in-depth study of the current federal and state laws. Particular emphasis will be placed on PL94-142 and PA10-76 and their implications and impact on mainstreaming in Connecticut. Comparisons of neighboring states' adoption and implementation of this law will also be discussed.

**SE 399 Seminar in Special Education**

To assist students in the integration and synthesis of their knowledge and experience. Seminars will be by arrangement and will be directed by the faculty member.

**SE 399.1 Advanced Seminar in Case Study**

An in-depth analysis of specific topics in special education. (Prerequisite: permission of the instructor).

**SE 400 Independent Study in Special Education**

Provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. Permission is by application to Division Chairman.





Division of  
Foundations and  
Teaching

# FAIRFIELD



# Division of Foundations and Teaching

**Professors:** Rev. Francis W. Lewis, S.J.;  
Director

**Associate Professors:** Rev. James H.  
Coughlin, S.J.; Chester J. Stuart

**Assistant Professors:** Rosalie M. Colman

**Adjunct Faculty:** Alice Cavanaugh; William L.  
Curnin; Thomas deTullio; Paula J. Gaus;  
Robert Gillette; June Gould; Bena Kallick;  
Joanna Nicholson; John J. Schurdak

## Master of Arts Degree and Certificate of Advanced Study

See requirements under "General Regulations."

## Certification Programs

### 1. A. Teaching Academic Subjects in Secondary School (except English)

Required: Ed 181-2 Directed Observation and Supervised Student Teaching (no graduate credit)

choice of Ed 229 Philosophical Foundations of Education,  
or

Ed 321 Comparative Philosophies of Education

choice of Ed 245 Psychology of Adolescence

Ed 246 Developmental Psychology, or

Ed 334 Theories of Learning

choice of \*Ed 264 Innovative Techniques for Secondary Instruction

Ed 265.1 Principles Curriculum: Development

choice of Ed 251 Principles and Foundations of Guidance,  
or

Ed 271 Audio-Visual Methods in Teaching

\*Required for applicants with no teaching-experience.

### B. Teaching English in Secondary School

Required: Ed 264.1 Special Methods in Secondary School English

Ed 259.1 Developmental Reading in the Secondary School

Ed 181-2 Directed Observation and Supervised Student Teaching (no graduate credit)

choice of Ed 229 Philosophical Foundations of Education,  
or

Ed 321 Comparative Philosophies of Education

choice of Ed 245 Psychology of Adolescence

Ed 246 Developmental Psychology, or

Ed 334 Theories of Learning

### English Credits (Total of 30) must include:

En 205 Literature for Young Adults

En 222 Teaching Expository Writing

En 282.3 History and Grammar of English Language

or

En 282.3 Linguistics

Consult state regulations for all other requirements, including the credits required in teaching fields.

# Course Descriptions

## Ed 181-182 Directed Observation and Supervised Student Teaching

Internship program for students who have been approved as qualified candidates for teaching in secondary schools. It will bring students into direct classroom contact. The dynamics of classroom management, techniques of teaching, organization of lesson plans, duties as members of a school, faculty, guidance responsibilities are emphasized. Individual and group conferences are held. Each student is assisted, observed and evaluated by the Director of Teacher Training, the Supervising Teacher, and a faculty member in the academic field of the student's field of specialization. Course will require a minimum of 180 hours.

*(Undergraduate Credit) 6*

## Ed 183 Teacher Observation (for students granted waiver of Ed 181-2)

*No credit*

## Ed 185-6 Internship in Teaching

The student spends a minimum of one semester in a public school under the supervision of a clinical professor. *6 credits*

## Ed 222.5 Teaching for Critical Thinking and Decision-Making

A critical study of the various techniques and materials for curricula (k-12) to encourage development of critical-thinking and decision-making skills.

## Ed 229 Philosophical Foundations of Education

This introductory course will be an application of the basic concepts of philosophy to education in general, and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his own thought out philosophy of life.

## Ed 229.1 Philosophical Issues in Education

A systematic discussion of the problems of education (aims, agencies, content, method), until this discussion is reduced to an issue in Metaphysics, Epistemology, Axiology. Educational Panaceas will be examined against the frame of reference of each of the four major philosophies of education: idealism, realism, pragmatism existentialism. The course will include an examination of current proposals, by modern educators, as appearing in recent monographs and periodicals. (Prerequisite: Ed 229 or its equivalent.)

## Ed 236.9 Evaluating Student Performance

Alternatives to Traditional Grading. New tested practices which enhance learner motivation and diminish student resentment of evaluation.

## Ed 240 Humanizing Learning

A study of the sources, theory, and practice of Humanistic Education, with special focus on classroom implementation.

## Ed 245 Psychology of Adolescence

The study of human development from puberty to maturity, the so-called period of adolescence. The developmental tasks to be treated are: physical, intellectual, emotional, social, moral, vocational, heterosexual. Included in the study will be the problems and issues of drugs, pregnancy, sex education, suicides, runaways.

## Ed 259.1 Developmental Reading in the Secondary School

Methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas.

## Ed 260.1 Techniques in Diagnosing Reading Problems

A survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses.

## Ed 263.2 Reading in the Content Areas

Rationale and strategies for teaching reading in the various content areas. Focus will be upon strategies for diagnostic instruction and methods for concept development.

## Ed 263.8 Language Experiences in the Classroom

Curriculum rationale and practical application of the Language Experience Approach to teaching reading/language arts, especially applicable for nursery through fourth grade classrooms. Development of materials and methods appropriate for the "integrated curriculum."

## Ed 264 Innovative Techniques for Secondary Instruction

A treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school.

**Ed 264.1 Special Methods in Secondary School English**

The organizational pattern in which English can best be taught. An analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curricula materials, methods of organization; approaches to the study of literature and procedures most cogent in the field of grammar, composition, oral communication and dialogue.

**Ed 265-265.1 Principles of Curriculum Development**

Students in this class will be involved in a survey of curriculum development for the appropriate level; subject-centered curricula; their evaluation and the influences that will lead to the organization of the several types of "unit" and experimental curricula. Methods of cooperative participation of parents, teachers and administrators in curriculum organization will be considered.

**Ed 267 Secondary School Curriculum: Recent Developments**

Current curricular trends and developments; current patterns of organization; revisions in content areas; new directions, problems, and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines.

**Ed 268 Workshop in Curriculum Re-organization**

A course intended for those who wish to participate actively in a curriculum re-organization practicum. Each student creates an individual program of studies in a specific discipline, with comprehensive scope and sequence and under the personal supervision of the instructor. The student becomes aware of those curriculum determinants which are pertinent to his applied program.

**Ed 268.1 New Developments in Social Studies**

For supervisors, elementary & secondary teachers. Study of new emphasis in Social Studies, including Future Studies, Citizenship Education, Moral/Value Education, Ethnic Studies, Global Studies, Law-related Studies, etc.

**Ed 296.1-296.2 The Better High School**

A study of recent national studies of high school reform and adolescent development, and their practical implications. *3-6 credits*

**Ed 301.5 Education and the Future**

An introduction to Future studies and their applications to planning in teaching, curriculum, administration, etc.

**Ed 321 Comparative Philosophies of Education**

A comparison of systems of philosophy currently influential in education as to their understanding of the purpose of Philosophy and education, reality, knowledge, learning, society, school and values.

**Ed 322 Piaget: The Developmental Process**

An exploration of Piaget's findings regarding the cognitive, affective and moral development of the young person and their implications for schooling practice.

**Ed 333 Learning Values: Moral Development and Moral Education**

A study of contemporary theory and practice. Includes investigation and evaluation of the work of Simon ("Values Clarification"), Piaget, Kohlberg ("Six Stages of Moral Development"), etc.

**Ed 334 Theories of Learning**

A detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education will be covered in class. Investigation of other theories will be required for individual reports.

**Ed 334.2 Mastery Learning**

A study of the theory and experimental practice of various "mastery learning" proposals, including the work of Benjamin Bloom. *1 credit*

**Ed 350 Focus (or Workshop) on Comprehension**

Model strategies for developing comprehension and critical thinking in students of all ages. Development of an evaluative scheme for comprehension strategies and reader involvement in text.

**Ed 390 Practicum in Teaching**

The solving of a practical problem in classroom teaching which involves applying educational research to a specific school situation.

**Ed 399 Seminar in Education**

Each member of the seminar makes an independent study applying techniques of educational research and submits reports which are discussed in class meetings.

**Ed 400 Independent Study in Teaching/ Curriculum/Foundations**

*3-6 credits*

**Courses in Cultural Subjects and  
Teaching Fields**

Coordinator: Rev. Francis W. Lewis, S.J.

**AS(En) 273 American Romanticism: Literature  
1865-1920**

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser, and others will be examined in this course.

**AS(En) 274 American Literature: 1920-Present**

The development of the modern American writer will be traced from the post World War I era through the depression and into the cold war period. The course will concern itself with the writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others.

**AS(En) 275 American Poetry**

An intensive study of American poetry; emphasis will be placed on the form and techniques which the poet has chosen, as well as on the cultural milieu from which his poetry derives its symbols and meaning. Taylor, Thoreau, Emerson, Whiteman, Dickens, Melville, Pound, Eliot, Stevens.

**AS(En) 278 Myth and Mythmaking in American  
Literature**

A study of the dominant myths and archetypes in American culture from its origins to the present, as these are seen in American literature. An investigation into the nature and function of myth itself as a projection of man's creative imagination, and an investigation into the existential necessity of myth in man's life. Comparisons will be made to the myths of our cultures and other times. Readings will include Whiteman, Dreiser, Melville, Hawthorne, Fitzgerald, Faulkner, Ferlinghetti, and Flannery O'Connor.

**AS(En) 298.3 Existential Themes in American  
Literature**

A study of major Existential themes in selected American authors. As one of the most vital intellectual and moral forces in the 19th and 20th Centuries, Existentialism will be viewed through such human problems as personal identity vs. mass conformity, absurd freedom vs. suicide, responsibility and anguish vs. apathy, and theism vs. non-theism. Emphasis will be placed on the European origins of Existentialism, and European works will be read along side of American works for comparison of common concerns. Attention will be paid to the Existential worldview in American authors not conventionally thought of as Existentialists. Among the European writers to be read as Kierkegaard, Kafka, Sartre, Camus, and Beckett. Among the American writers are Emerson, Hawthorne, Faulkner, Flannery O'Connor, Miller, Malamud, Ellison, Updike, Bellow, and Albee.

**AS(Hi) 261 Social History of the United States to  
1865**

This course examines the social factors behind the migration of the English between 1620 and 1640, and the theological and social climate they brought to this country; the contrast between the 17th and 18th centuries; the romanticism of the early 19th century.

**AS(Hi) 262 Social History of the United States Since  
1865**

This continues an analysis of our society; the culture of the Gilded Age; the influence of modernism on philosophy and religion; the political and social outlook of the Lost Generation, the impact of the Great Depression on our culture.

**AS(Po) 207 American Law and Social Responsibility**

A study of the foundations of modern jurisprudence dealing with the theories and systems of law, the forms and methods of trial, law in the modern world, and societal response.

**AS(Po) 215 American Political Parties**

The study of nature, function, ideology, origins, development, organization, resources, campaigns and elections of American parties as they bear upon other institutions within the political system. Evaluations and comparisons of the American party system will be drawn.



### **AS(Po) 216 The American Technique of Political Campaigns**

The primary concerns of the course will be: political membership, commitment and life; the creation of issues — precise, imprecise, and new; the making of the candidate — the lion and the fox; successful party organization; role of the communicative media; the actual campaign and its successful organizing of the vote; the election result and the follow-up critique.

### **AS(Po) 219 European Sources of American Political Thought**

Political theory from Hobbes to the present: Hobbes, Locke, and the compact theory; Harrington and interest groups; French political theory, Rousseau and the Revolution; Hume and his destruction of the natural law; Burke and tradition; Hegel and Marx; liberalism and utilitarianism; Mill and a modernized liberalism; the modern ideologies.

### **AS(Po) 231-2 The Supreme Court and the American People**

The Constitution is the supreme law of the land. However, it is interpreted by nine men at different historical periods with wide variations of meaning. "The law is what the judges say it is." This course is a study of the changing perspectives of our Constitution as exemplified in the historic decisions of the Supreme Court from John Marshall to Chief Justice Burger. *6 credits*

### **AS(Po) 240 State Politics (or Government)**

A study of state constitutions and powers; branches of the political edifice and the attendant bureaucracy including its dynamism. The problems of finances and budget are considered with some concern of the effect upon county and local government. Law enforcement and other selected problems and functions are included.

### **AS(Po) 261 The American Presidency**

A study of the role of the contemporary president in the political system. Electioneering for president will be considered in conjunction with the qualifications and origins of the office. Special emphasis is given to the president as chief executive and legislative leader. The president's relationship with the courts, his own party and other political factors lead to a study of his role as politician-in-chief. The evaluation of presidential performance and reforms is considered in the context of current domestic and foreign policy questions.

### **AS(Po) 262 The United States Congress**

A contemporary study of the Congress within the context of the political system. The formal powers and organization of Congress are a prelude to an analysis of behavior patterns which characterize electioneering, the committee system, party leadership structure, social make-up, and folkways of the Senate and House of Representatives. Special consideration is given to interest groups and constituency pressures as they bear on demands for policy-making and internal reforms.

### **En 205 Literature for Young Adults**

The course will focus on the selection and use of a variety of literature, both traditional and contemporary, for the secondary school student. It will emphasize a values approach intended to help students find a common ground between a short story, poem, drama or novel, their own lives, and contemporary society.

### **En 222 Teaching Expository Writing**

This course will consider how a writer, professional or student, discovers a subject, identifies an audience, gathers data, finds a voice, manipulates language and materials, creates a design, writes, rewrites, and evaluates. Types of exposition will include the personal essay, the essay test, the research report and writing about literature.

### **En 282.2 Grammar & History of the English Language**

This course includes a study of the nature and importance of the language: Old English, Middle English, English Grammar, the 18th century attitude toward language, English speech and writing, and influences affecting modern language and usage and variety in English.

### **En 282.3 Descriptive English Linguistics**

Introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English: its grammatical structure, its sound and spelling systems, its vocabulary, and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view, and special emphasis will be given to the application of linguistic knowledge to the teaching of the language arts, including composition and stylistic analysis.

**Ma 209 History and Philosophy of Mathematics**

This course is designed to provide the non-mathematician with some insight into the history and philosophy of mathematics. Mathematics will be considered not as a scientific tool, but as an intellectual achievement of man. Additional topics will include an introduction to several areas of modern mathematics. Elementary theory of sets, logic, probability, number theory, mathematical games and the axiomatic approach will be investigated.

**So 254 Sociology of Family and School**

A study of present day family life in our national sub-cultures; the effects on the key features of child personality. Consideration is given to the value structures of school systems; to the interactions between parents and school systems; to the outcomes for children in these interactions. Trends in current cultural change are noted.

**Courses Leading to the Master of Arts or Certificate of Advanced Study with a Concentration in Multicultural Education (Bilingual and English as a Second Language Education)**

**Requirements for the M.A. - 33 credits**

Ed 229 Philosophical Foundations of Education

Ed 399 Seminar (after completion of 24 credits)

Terminal written critique (after completion of 24 credits) Multicultural Education.

A *minimum* of 18 credits in Multicultural Education chosen from the following. Electives from other disciplines must be approved by the coordinator.

**Requirements for the C.A.S. - 30 credits beyond the M.A.**

Ed 321 Comparative Philosophies of Education

Ed 334 Theories of Learning Practicum (Multicultural Education)

A *minimum* of 18 credits in Multicultural Education chosen from the following. Electives from other disciplines must be approved by the coordinator.

**Courses in Bilingual-Bicultural Educations and E.S.L.**

Coordinator: Thomas de Tullio

**Ed(Sp) 212 Spanish Language Arts in Bilingual-Bicultural Programs**

A course designed to aid the teacher in choosing proper and suitable literature of the Spanish speaking world with emphasis on Puerto-Rican, Cuban and Mexican works in order to enhance the following: native linguistic competency, English linguistic competency-oral and graphic; appreciation of native literature with emphasis on stylistic and cultural insight. The choice of proper testing techniques for each of the above areas will give special attention to the more individualized types of learning required very often in Bilingual-Bicultural programs. Offered in Spanish.

**Ed 212A English Language Arts in The Multicultural Curriculum**

Investigation and application of various techniques and components of English language arts taught in bilingual curricula. Speaking, reading, composition, spelling, comprehension, pronunciation, grammar.

**Ed 220.1 Teaching English as a Second Language**

This course considers contrasting English with the student's native language. Pronunciation, structure and vocabulary are stressed. The use of multi-media is also included.

**Ed 244.3 Teacher and Pupil in the Multicultural Classroom**

Multicultural awareness: understanding different cultural systems, the child self-concept. Activities for affective growth.

**Ed 261.6 Reading in the Multicultural Classroom**

Introduction to reading in the bilingual classroom, reading readiness, use of dialect in reading, word recognition, reading comprehension, building reading skills through cultural differences, Basal Reader evaluation and adaptation of material, reading for pleasure, beginning reading in a second language, techniques to evaluate reading proficiency and comprehension.

**Ed 264.7 Creative Methodology in Multilingual Teaching**

A course intended to keep the prospective teacher or practicing teacher of foreign language and those involved in Bilingual-Bicultural programs abreast of current trends in second language and culture education with special emphasis on the development of a creative methodology within a standardized curriculum.

### **Ed 274.1 Production of Audio-Visual Materials for Multilingual Teaching**

Design of instructional materials; techniques and methods of producing audio-visual materials such as 2x2 slides, overhead transparencies and materials for display boards. Care and operation of audio-visual equipment. Lab fee \$20.00.

### **Ed 277.2 TV and Multilingual/Multicultural Instruction**

The course is designed for foreign language, ESL and bilingual teachers who are interested in exploring the use of television in bilingual education. Students enrolled in the course will work with the TV medium to produce short educational TV programs. The course will be team-taught by a professor in bilingual education and a professor in education television.

### **Ed 323 Principles of Bilingualism**

A psycholinguistic study of the various aspects of first language acquisition, second language learning and compound and coordinate bilingualism.

### **Ed 323.1 The Bilingual Child**

Types of bilingualism; implications for teaching strategies in the target language and in the English as a second language classroom. Approaches to the unique learner-teacher relationship.

### **Ed 324 E.S.L. in Bilingualism**

Techniques to teach English to the non-native. Emphasis on multi-media and skill development.

### **Ed 325 Methods and Materials in Bilingual-Multi-cultural & ESL Programs**

A course designed to aid the teacher or prospective teacher to develop a variety of teaching methods and materials including testing materials to meet the individual needs of students in a class or program. Special emphasis is on linguistic, writing, reading comprehension and listening comprehension in the native language and English with a scope on both cultures.

### **Ed(SE) 325.1 Introduction to Bilingualism and Special Education**

Introduction to types of learning disabilities, diagnosis and classroom remedial techniques. No previous courses in Special Education or Bilingualism required.

### **Ed(SE) 325.2 Issues in Bilingualism and Special Education**

A course designed to aid the teacher of non-native English speaking children in assessing degrees of bilingualism and recognizing a special education child. How to deal with the "no English" barrier and the special education of the disabled child.

### **Ed 325.5 Instructional Management of The Multicultural Program**

This course will expose the participant to the following: teaching principles of multicultural education, bilingual programs - full maintenance, partial maintenance, transitional, English as a second language. Planning for optimum instruction, curriculum planning for three language strands-native, second language, mixed groups. Scheduling, physical organization of the school and classroom, rationale for pupil grouping patterns.

### **Ed 326 Workshop in Preparation of Teachers for Optimal Participation in Assessment Programs for Bilingual-Bicultural & ESL Education**

A course intended to train the teacher to assess the performance, achievement and intelligence of culturally varied children. The objective is to improve the educational opportunities of these children through proper and commensurate choice of testing materials and placement procedures.

### **Ed 326.1 Testing and Assessment-Bilingual and E.S.L.**

A course intended to probe the following areas: Language dominance, techniques in testing the non-native English speaking child, the bilingual child, language proficiency and I.Q., assessing language and reading comprehension.

### **Ed 327 Workshop in Bilingual-Bicultural & ESL Curriculum Development**

Source of materials, study guides, lesson planning, audio-visual materials, library and resource center, teacher made materials.

### **Ed 327.1 Practicum: Teaching the Non-English Speaking**

Participants will be required to teach English to the non-English speaker. Emphasis on methods, techniques, planning, assessment, acculturation, survival English.

### **Ed 327.2 The Multicultural Setting, A Practicum**

Teaching in a multicultural setting. Emphasis will be placed on curriculum for integrative teaching and learning with special attention given to cultural differences in learning styles and its implication on teaching styles.

### **Ed 328 Multicultural Education and Parental Involvement**

A course designed to provide educators in bilingual programs with greater insight into techniques to enhance parental involvement in the education of their children and themselves.



**Ed 329 Methods in TESOL**

A course designed to present to the student modern methods and special techniques for teaching English to speakers of other languages. The student will be required to actively participate in teaching E.S.L. in a mock situation, to study and discuss modern approaches, and to visit a determined number of E.S.L. classes and to report on such visitations. This course presently meets State Certification requirements for teaching English to non-English speaking adults.

**Ed 399 F.L. Seminar in Multilingual/Multicultural Education**

Discussions of periodical publication in the field. Each participant will choose an area of concentration for a paper or project. This may be effected by the individual or by small group cooperation.

**So 250.1 Multicultural Education: Perspectives**

A study of cultural democracy, the ideology of assimilation in education, values, cognitive styles, intercultural variability, sources and theories of inequality in education, cultural different students, multicultural education as a social force.

**So(Ed) 285 Socio-Educational Issues in Multilingual/Multicultural Education**

A course intended to provide the classroom teacher with the sociological implications on the educational process of the non-native English speaking child.

**So(Ed) 286 Issues in Multilingual/Multicultural Communication**

A course designed to probe into the relationship between language usage and variety; patterns of sex discrimination and integration; role stereotyping and specialization across and within modern societies.

**Sp(Fr)(Ed) 308 Workshop in Spanish, French Acculturation**

Designed to teach the teacher of foreign language and those involved in Bilingual-Bicultural programs the approaches to use in the preparation and implementation of curriculum enrichment materials through which students become acculturated in the culture they are studying.

**Sp(Ed) 309 Workshop in Spanish and American Transculturation**

A course to prepare the teacher or prospective teacher in bilingual or E.S.L. programs to be more culturally aware of the target cultures with which he deals and how to prepare materials to enhance the non-native English speaking child's adjustment to his American environment while enhancing the Anglo child's opportunity to learn about other cultures from those in his class.

**Master of Arts Degree in Instructional Computer Science**

Completion of 33 credits

**REQUIRED**

At the beginning of program:

Philosophical Foundations of Education	Ed 229-or
Comparative Philosophies of Education	Ed 321
Theories of Learning	Ed 334

After completion of the above:

Seminar on Computer Assisted Instruction	Ed(CS) 361
Computer Programming for Teachers	Ed(CS) 286
Applications of Computers in Instruction	Ed(CS) 289
Practicum I and Practicum II in Computer	Ed(CS) 388-388.1
Assisted Instruction (To be taken at the end of the program)	
Introduction to Computers	Ed(CS) 285
Introduction to FORTRAN & Numerical Method	MA 201
ELECTIVES	6 credits

**Courses in Computer Assisted Instruction**

Coordinator: John J. Schurdak

**Ed(Cs) 285 Introduction to Computers**

This course is designated to introduce students to computer organization, operations, and programming. The course covers the organization of data processing systems, methods of data storage, the use of flow charts, the fundamentals of data flow, and an introduction to programming. No prior knowledge of computers is required. This is a CAI course administered by the Fairfield University Instructional Computer System.



### **Ed(Cs) 286 Computer Programming for Teachers**

In this course students will learn the APL computer language using the University's 1500 instructional system. Emphasis will be placed on programming topics and techniques with instructional applications.

### **Ed(Cs) 289 Applications of Computers in Education**

This course will emphasize the effective use of the computer in the classroom. Students will survey the present applications of computers in schools — computer literacy courses, problem solving uses, simulation, CMI, and vocational and technical training. Using programming skills acquired in Ed(Cs) 288, students will develop instructional computer units in their own teaching area. (Prerequisite: Ed(Cs) 286.)

### **Ed(Cs) 361 Seminar on Computer Assisted Instruction**

A range of aspects of computer assisted instruction will be covered, including critiques of computer course strategies in the light of theories of instruction and principles of learning, discussions of available equipment and of the state of the art, and an introduction to the writing of courses in the Coursewriter language. Instructional terminals connected to an IBM 1500 computing system will be available to members of the seminar. Admission to this seminar by approval of the instructor. A prior course in Theories of Learning is recommended.

### **Ed(Cs) 388-388.1 Practicum in Computer Assisted Instruction I and II**

Practicum affords students an opportunity to prepare curriculum materials for presentation by computer. Students have access to an IBM 1500 instructional system. *3-6 credits*

## **Early Childhood Major**

A Major for persons concerned with the teaching, learning relationship and interaction with young children in settings such as day care centers, camps, playgrounds and libraries.

## **Master's Degree**

Major in Early Childhood for Day Care Workers, Nursery School Staff, People working with Young Children, and Parents.

1. Completion of 33 credits
2. Required Courses:
  - a. Ed 229 Philosophical Foundations (at beginning of program)
  - b. Ed 399 Seminar in Education (at end of program)
  - c. Ed 201 Exploring Early Childhood (at beginning of program)
  - d. Ed 202 Observing & Recording (toward end of program)
  - e. 15 additional credits in Early Childhood Education
3. Electives 6 credits (to be approved by an advisor)
4. Critical Paper (in lieu of comprehensive) - (at completion of the program)

## **The Certificate of Advanced Study**

- A. The Certificate is granted for an approved thirty credit program in advanced study beyond the master's degree. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.
- B. Required Courses:
  1. Ed 321 Comparative Philosophies of Education (at beginning of program)
  2. Ed 334 Theories of Learning
  3. Ed 201 Exploring Early Childhood (at beginning of program)
  4. Ed 202 Observing and Recording (at end of program)
  5. Ed 390 Practicum (at end of program)
- C. 9 Credits in Early Childhood Education
- D. Electives 6 credits (to be approved by an advisor)

**Courses in Early Childhood Education,  
Environmental Studies, and Alternative  
Education**

Coordinator: Joanna Nicholson

**Early Childhood Major**

**Ed 201 Exploring Early Childhood**

This course will be geared primarily to teachers, parents, leaders, and day care workers of children aged infant-5. The emphasis will be on new approaches based on current understandings of child development.

**Ed 202 Observing and Recording**

This course will deal with the skills needed to look at and see children being children, to learn their language, to objectively record the process and to begin to interpret the data collected.

**Ed 204.1 Art and Early Childhood Education**

This workshop will familiarize the student with art materials and explore their potential for creative experiences. The course will stress the role of art and expressive activities in all areas of the curriculum.

**Ed 204.2 Music and Early Childhood Education**

Methods and materials in focusing, engaging, expanding, and developing a repertoire of songs, rhymes, and movements to be used with young children as they explore the world of sound and find the music inside themselves for learning and enjoyment.

**Ed 204.3 Movement and Early Childhood Education**

Rhythms, spatial awareness, and the body's attitudes in space, movement exercise for physical fitness, the development of body awareness and the understanding of individual abilities and differences will be introduced in this workshop. Curriculum development taking into account individual differences and step-by-step stretching of abilities will be experienced and understood.

**Ed 205.4 Administration of Day Care Centers and Pre-Schools**

This course offers the directors and teacher directors of pre-school programs the opportunity to identify, experience and strengthen their administrative abilities. As a group, a network of support systems tailored to specific needs of individual directors will be created. There will be opportunities to work with experts in the field of business and management.

**Ed 206.7 Introductory Workshop in Infant and Toddler Education**

This course offers students the opportunity to study the development of the child during the first three years of life, including the critical examination of existing infant curricula and the design and development of infant programs within the home and day care or play group environments.

**Ed 206.12 Creating Learning Centers for the Young Child**

This course will present a practical approach for creating learning experiences which draws upon the natural curiosity of young children. Sessions will deal with a "hands-on" approach to science, cooking, movement and dramatic play, art activities, language arts and the environment. In addition, participants will gain an understanding of basic developmental issues as they apply to the acquisition of cognitive skills. This course is applicable to teachers and parents of children aged 3 - 8.

**Ed 213.41 Language and Literature for the Young Child**

Children's literature will be used as a vehicle for getting to know children and in turn helping them to develop self-awareness. Teachers, day care workers and parents of the pre-school child will be introduced to books which will in turn be used as stepping stones to a variety of activities.

**Ed 217.81 Outside the Classroom: Using the Outdoors for Early Childhood**

Starting points will be developed from the immediate environment which can be realistically implemented by teachers, parents, day care workers or leaders within early childhood classrooms or situations. Sessions will include using the outdoors as a base for curriculum building, ways of providing hands-on experiences for children, ten minute field trips and a sensitivity to the outdoors and each other.

**Ed 304.6 Discipline as a Positive Learning Experience**

The reasons behind children's misbehavior will be investigated in this course. Once the child's motivations are understood, the parent or teacher can learn to deal effectively with the causes of misconduct. New and effective methods of dealing with such issues as temper tantrums, stealing, lying, swearing, violence, eating difficulties and disobedience will be explored.

### Ed 325.1 Multi-Cultural Early Childhood Education

Through workshops, hands-on activities, field trips, and multi-media experiences, teachers and parents of pre-school children will discover ways to bring the child's heritage into the classroom or home. The total curriculum will be utilized to enliven the pride in understanding one's heritage.

### Ed 400 EC Advanced Early Childhood Studies

This independent study project is an arranged liaison with a day care, nursery school, hospital or library. An independent project requirement and an advisor from the University would be the link between the field site and the University.

## Environmental Studies

A Major for persons concerned with developing and using environmental concepts in their work either within existing parameters or in the creation of new directions.

The Environmental Studies Major Adjunct Faculty are affiliated with the following Environmentally-Related Groups. Courses are given at these sites when appropriate:

Audubon Center at Greenwich  
Connecticut Audubon Center (Fairfield)  
Devil's Den Preserve (Weston)  
Oceanic Society (Stamford Marine Center)  
Schooner, Inc. (New Haven)

## Master of Arts Degree

1. Completion of 33 credits
2. Required Courses:
  - a. Ed 229 Philosophical Foundations (at beginning of Major)
  - b. Ed 399 Seminar in Education (at end of Major)
  - c. Ed 217.52 Introduction to Environmental Studies
  - d. Ed 311.1 Introduction to Ecology
  - e. 9 credits in Environmental Studies
3. Electives - 12 credits with the approval of an advisor
4. Critical Paper (In lieu of comprehensive examination)

## The Certificate of Advanced Study

This certificate is granted for an approved thirty credits in advanced study. Students whose previous program of study was in a field other than Environmental Studies will be required to complete certain introductory graduate courses before being accepted for an advanced study program.

1. Required courses:
  - a. Ed 321 Comparative Philosophies of Education
  - b. Ed 334 Theories of Learning
  - c. Ed 390 Practicum or Internship (at end of program with your advisor)
  - d. Ed 217.52 Introduction to Environmental Studies
  - e. Ed 311.1 Introduction to Ecology
  - f. 9 credits in Environmental Studies
2. Electives - 6 credits with the approval of an advisor.

### Environmental Studies

#### Ed 217.31 Workshop in Challenge

This workshop is committed to using challenge as a stimulus to developing self-confidence and independence as well as group cooperation, trust, and peer recognition of success. An experiential approach to learning, focusing on both cognitive and affective domain. Models the efforts of "Project Adventure" and "Outward Bound".

#### Ed 217.41 Curriculum Development in Environmental Studies

This course asks the participants to consider a model environmental program which has as its goal the interrelatedness of all living things. It makes use of the children themselves, their neighborhoods, and a variety of other communities of living things. Games, crafts, books and just plain facts are included to make a program rich in opportunities for learning and growth.

#### Ed 217.51 Using Nature Centers and Other Environmentally Related Groups as Resources for Teaching

Visits will be made to nature centers, zoos and environmentally related companies and organizations to identify ways of using their facilities, services and other resources to enrich your teaching. Your use of their facilities and their assistance to you at your school are both emphasized in this course.



**Ed 217.52 Introduction to Environmental Studies**

This course is designed to awaken the interest of those new to environmental studies and those seeking an integration of their experiences. Nothing is more immediate and at the same time more far reaching than the environment. Is it beyond our control or is it what we make it? Such questions and their underlying concerns will involve us in the ecological, social, political, and aesthetic aspects of our daily lives as teachers, parents, and citizens. Field trips, speakers, investigations, readings, discussions and concrete workshop experience will be provided.

**Ed 217.6 Outdoor Experiences for Children: Materials and Methods**

A methods course designed for teachers and youth leaders who wish to explore natural history topics and basic ecological principles with elementary age children.

**Ed 217.72 Marine Biology of Long Island Sound**

This introductory course will focus on the physical processes necessary in understanding the biology of Long Island Sound. Emphasis will be on invertebrates, with attention also to algae and vertebrates. Ecology rather than the physiology of the individual organisms will be stressed.

**Ed 217.91 Field Natural History**

Observation, identification, and life histories of various plant and animal groups. Although not a methods course, it is designed for teachers. (This course is not for students specializing in botany, invertebrate or vertebrate zoology.)

**Ed 217.92 Field Botany**

An introduction to basic field botany techniques and methods. The field identification of vascular plants (ferns and flowering plants) will be emphasized.

**Ed 308.2 Experiential Education: Canoeing the Connecticut River**

This short term course will combine several crucial aspects of experiential education for the middle school and junior and senior high school teacher. Principles of integrated curricula building will be studied as the group of teachers prepare for and paddle-down the Connecticut River for five days. The development of leadership skills, logistic planning, first aid, canoeing, and light-weight camping skills will be learned. Emphasis will be placed on early Connecticut history as well as on literature of the wilderness and strategies for writing in the field. No prior experience in canoeing or camping is necessary.

**Ed 308.3 Exploring the Sky and Universe for Classroom Teachers**

This course will develop a multi-faceted, multi-dimensional approach to presenting the Universe to students. Through the making of simple equipment, the observation of the day and night skies, modern theories and ancient myths, techniques will be developed for presenting astronomy. The modern theories of astronomy and their impact on man's thought will be explored. Local observatories and planetariums will be used.

**Ed 311.1 Introduction to Ecology**

This course is designed to give the students an understanding of basic ecological principles. The diverse plant and animal communities of the Audubon Center will be our classroom. Emphasis throughout the course will be on practical application of these principles to local environmental problems.

**Ed 311.35 Wetland Studies**

The physical and biological nature of wetlands such as swamps, marshes and bogs will be studied. The role of wetlands in the water cycle and laws relevant to man's impact on them will be a focus. Extensive field experiences will enable students to develop collection and measurement skills.

**Ed 311.4 Power to the People: Energy is our Lives**

The types of energy, the sources of energy and the uses of energy in our society and others is the focus. The environmental impact of our energy-using habits and the alternatives of the spaceship earth approach will be compared and contrasted.

**Ed 311.5 (a,b,c) Environmental Studies: Advisory Services**

This course makes the fullest possible use of the community resources. With the help of the Environmental Studies advisor, the student identifies a person in the community who has skills and knowledge the student wishes to learn. A contract is then developed between the student, the community resource and the Environmental Studies advisor which specifies what is to be learned and how mastery is to be measured. Resources include nature centers, corporations, and people active in environmental issues in the tri-state area.



### **Ed 311.8 Ecological Studies at the Devil's Den Preserve**

This course will cover the history, development and use of the Preserve, as well as the ecological relationships of the environment. Field exploration and discoveries with resource staff who have helped create this unique scientific and aesthetic study area for environmental studies will be conducted. Students will be able to develop materials for their own use.

### **Ed 312.1 Backpacking the Appalachian: Historic, Literary, Geologic Perspectives**

Experiential education through a hiking experience for four days in northwest Connecticut to study the possibilities of this "extended Classroom." Creative writing, group dynamics, organizational techniques, and backpacking techniques will be learned. Open to all teachers.

### **Ed 312.5 Outdoor Education and Camping at Devil's Den Preserve**

A methods course of essentials needed to prepare a teacher or group leader to incorporate outdoor education and camping into a regular school program. Orienteering with map and compass, arts and crafts with native materials, field explorations and study, as well as menu planning, food purchase, cooking in a primitive situation and development of a campfire program will culminate in an overnight camping experience at the Preserve.

### **Ed 318.1 Role of the Leader for Environmental Action**

A series of 14 seminars, each dealing with an environmental problem, led by environmental activists, currently working on the problem which they will present. Topics include population, energy, organization, water resources, pollution, world hunger, politics and economics of earthmanship living, etc.

## **Open Education and Alternative Education**

A major for persons concerned with developmental-interactive learning, based on responsive, flexible and humane teaching and learning. Courses are designed to blend theoretical understandings about children's and teachers' learning with practices that support those understandings.

## **Master of Arts Degree Requirements**

1. Completion of 33 credits
2. Required courses:
  - a. Ed 229 Philosophical Foundations (at the beginning of the program)
  - b. Ed 399 Seminar in Education (attend of major, after 24 credits)
  - c. Ed 212 Case Studies in Open Education
  - d. 12 credits in Open Education, Early Childhood or Environmental Studies.
3. Electives: 12 credits with the approval of an advisor.
4. Critical Paper (In lieu of comprehensive examination)

## **The Certificate of Advanced Study Requirements for Major in Open Education**

1. Completion of 30 credits in an approved program beyond the Master's level.
2. Required Courses:
  - a. Ed 321 Comparative Philosophies of Education
  - b. Ed 334 Theories of Learning
  - c. Ed 390 Practicum in Education
  - d. Ed 212 Case Studies in Open Education (if not taken on Master's level)
  - e. 12 credits in Open Education, Early Childhood or Environmental Studies
3. Electives: 6 credits with the approval of an advisor.

**Open Education****Ed 206.2 Children and Their Books**

Children's Literature is the perfect vehicle for getting to know children and in turn helping children to develop self-awareness. With this in mind, this course is designed to introduce to teachers books which will be used as stepping-stones to a variety of activities. Through the demonstrations of lessons, interest centers, and "book-jobs," attention will be given to the encouragement of the natural relationship between language arts, music, art, and physical education. Attention will be directed toward giving children's authors and illustrators a definite place in school curriculum.

**Ed 206.4 Individualized Materials for Reading**

This course offers a variety of approaches to designing, constructing, and implementing reading materials. Specific methods of organization and record keeping will be investigated as they relate to backgrounds, experiences and goals of the participant in the course.

**Ed 206.9 Innovative Ways for Teaching Children to Read**

This course is designed to survey and evaluate trends, techniques, recent programs, and materials in innovative reading approaches. A wide variety of recent developments in reading will be explored. Specific and varied approaches will be investigated as they relate to backgrounds, experiences, and goals of the participant in this course.

**Ed 208.2 Creating Alternative Curriculum for Secondary Schools**

This course will explore innovative approaches to the study of secondary school subject matter. We will consider the value of experience in learning and the use of themes to create high interest and as a means of integrating curriculum. We will examine adolescent culture and interest (T.V., music, etc.) as a means of motivations. We will learn how to get students involved in class meetings and how to create good interpersonal relationships in the classroom. We will focus on developing useful resources in the classroom and the community.

**Ed 208.3 Integrating Experiences for the Upper Grades**

This course will explore how a learning community can develop and how real experience can enrich curriculum content and skills. We will eliminate the vicarious. Participants will discuss the personal needs of students and teachers with special attention given to the blending of academic and social living skills. This course is especially relevant to middle, junior, and high school situations. A field experience — a short backpacking trip will be required of all registered. Equipment will be supplied.

**Ed 208.5 Alternative Approaches in Secondary Education**

This course will focus on the importance of alternative education programs in junior and senior high schools. We will study theories of learning and consider how programs can be developed to meet the needs of learning. We will examine existing alternative programs and consider problems of starting a new program. We will consider the relationship between alternative programs and the traditional school. Central to all study will be questioning the purpose of schooling for adolescents and the role of the teacher in secondary education.

**Ed 210 Workshop in Child-Centered Learning**

An introduction to some of the thinking behind open education through process oriented workshops, readings, and discussions. Personal experience in actually doing, followed by reading and talking about practical application in the classroom. Sessions include an experience activity in the following areas: math, reading, language arts, art, crafts, social studies, movement, music, science, cooking, poetry, creative dramatics, cardboard carpentry.

**Ed 212 Case Studies in Open Education**

Each student identifies and shares a case with the rest of the class which deals with the relation of theory to practical matter of open classroom management. He then consolidates thoughts and suggestions made by the class along with the resources that were helpful to him, and applies all of this input to organizing a strategy for dealing with the problem.

**Ed 213.1 Language Arts in Relation to Skills and Creativity**

Comprehensive course will focus on the following aspects of communication skills and expressive arts and their role and contribution in the classroom. Language: reading, speaking, listening, writing, drama, movement, dance, art, light crafts, creative music, mathematics, thought processes, film, television, design, photography, perceptivity.

**Ed 213.4 Extending the Curriculum Through Children's Literature**

The focus will be on utilizing children's literature through interpretation, creative expression, and integration. Participants will be exploring themes of well-known works, as well as learning how to develop and use their own and children's own imaginative creations. The relationship of children's literature to all areas of learning will become evident. Sessions will include visits by authors, and films.

### **Ed 213.5 Teaching Reading through Children's Literature**

The main emphasis of the course will be on recognizing the value of children's literature with regard to its potential as a tool for the teaching of reading skills from readiness to higher level thinking skills. Wordless books, picture books and mini-novels should go hand-in-hand with the basal system being used if an honest and effective program is to be constructed. Creative as well as the skill-oriented aspects of reading and the picture book brings the two domains together in a most natural way. Aimed at the teacher of children who are beginning readers, word-callers, remedial students, in need of enrichment and gifted. A wide variety of books will be on hand for examination, as well as films and an author/illustrator's visit.

### **Ed 213.6 Poetry & Creative Language Development for Early Childhood**

Exploring various ways to engage pre-school and primary school children in poetic conversation, and poetry and creative writing appreciation in the classroom. The workshop experiences will be based on recent brain research. Workshops will include use of the environment, music, dance, the arts, and drama to stimulate and enhance the child's natural poetic speech, conversation, dictation, and writing.

### **Ed 214.4 Experiences to Develop Interdisciplinary Approach to the Study of the American Indian**

This course will provide workshops in Indian art, weaving, crafts, dance, history, environmental understanding and plant identification, vegetable dyeing from local plants, and discussion of the plight of the American Indian. The experiences provided will all be suitable for the classroom.

### **Ed 216.1 Teaching Mathematics in the 80's**

Study of the child growth patterns in learning mathematics from a Piagetian point of view. Use of commercial and found objects to develop math concepts, e.g. Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials, and activity cards. Developing awareness of math in other subject areas. Developing ability to quantify and express mathematics relationships in many media. All activities are related to use in the classroom.

### **Ed 216.2 Helping Children Who Have Problems with Math**

The emphasis of this course will be on topics in grades 4-8. Course includes diagnosis of a child's math weakness, alternate ways to present topics in math, teaching topics to the child's attitude toward math.

### **Ed 216.5 Chisanbop Workshop**

A full course on the Korean method of finger calculation. A supplement to current basal programs, this multi-sensory system makes the abstract number a concrete reality. Handles all calculation problems (addition, subtraction, multiplication, division, simple algebraic equations). This course will take you through the four stages of Chisanbop.

### **Ed 218.2 Classroom-Based Research and Evaluation for Teachers**

How to collect and look at the work of children for the purpose of providing for the individual needs of children. Strong emphasis will be on integrating individual children's interests into the school curriculum. Samples of children's art, writing, constructions, and peer interactions will be used as data.

### **Ed 218.4 Organizing and Managing Today's Classroom**

How to achieve effective teaching and independent learning in the elementary classroom. Techniques, skills, and materials that have fostered student independence and academic achievement will be shared. Participants will be actively involved in analysis of curriculum for integrated approaches, discussion and evaluation of learning styles and modalities, and creation of teaching materials for individualized learning. Topics will include: using the basics to achieve individualization; integrating the reality of a curriculum with the philosophy of individualization; organizing the physical classroom to promote independent learning; creating materials to meet individual learning needs; easing paper work (scheduling, selection, record-keeping); setting priorities and budgeting time; relating to students; evaluation procedures; motivation, planning, and accountability.

### **Bi 224 Physiological Foundations for Growth in Consciousness**

For an individual to take responsibility for his or her own health and growth in consciousness, there exists the need for a clear picture of the language of the mind/body, its rhythms, its innate wisdom, and the incredible workings of its organizational hierarchy. The purpose of this course is to present such a picture. All the physiological systems of the body will be covered, with greatest emphasis on the nervous system. Relevant new discoveries in the field of psycho-physiology, neurophysiology, and parapsychology are adding important insights into the workings of this most complex creation. The course will emphasize these new understandings.



**Ed 263.4 People, Places, and Things: An Integrative Approach to Science and Social Studies**

We will start with our common heritage - "Ourselves, our cultures, then and now" and go from the "What" of *social studies* and the "how" and "why" of *science*. Using personal histories, field trips, museum exhibits, and hands-on experiences, the past of people, places, and things will come alive in ways that may help us better understand and deal with the present. There will be time for creating programs and developing curriculum, for making materials, and for extending personal interests. This course is highly recommended to teachers, educators in museums, science, and nature centers and persons involved in community-based organizations doing innovative historical/cultural programs.

**Ed 302.1 Creative Activities for Children**

This course is about making and doing. Emphasis will be on activities which lead to the development of a variety of skills to aid in personal expression. Simple materials will be used to make books, games, puppets, plays, paintings, instruments, weavings, filmstrips and simple printing. How all of these activities can be integrated into the total curriculum will be explored. Appropriate for Pre-school - grade 6.

**Ed 306 Teaching and Reaching Children Through Their Senses**

As a young child, we experimented with learning and speaking, seeing, touch and movement, taste and smell. We also developed certain sensory modalities and lost awareness in others. However, anyone can recondition himself and learn to perceive more fully: to see as a painter or sculptor might, and hear as a musician; to use his hands more like a craftsman and to move with the spatial awareness of a dancer or athlete. A teacher who is aware of his sensory patterns and those of his students will understand and communicate more effectively and be in command of various techniques for clarifying new material orally, visually, kinesthetically, tactilely.

**Ed 333.3 Educating Both Halves of the Brain**

This course is a metaphor for thinking about individualization and integration — two familiar concepts in education. But it will take as a starting point some of the recent research on the hemispheres of the brain, a not-so-familiar concept in education. We will explore strategies for promoting many paths to learning (individualization) and a greater use of the total mind and body (integration of intuitive-holistic and analytic-verbal thinking).







Division of  
Religious  
Education

# FAIRFIELD

# Division of Religious Education

**Professors:** Martin A. Lang, Director

**Associate Professors:** Rev. James H. Coughlin, S.J.

## Religious Education

The Religious Education major in the Graduate School of Education is a program of scriptural, theological and catechetical studies that leads to the Master of Arts degree.

The purpose of the major is to provide theological and psychological preparation for educators and directors of religious education programs. It also provides informational background for those interested in professional improvement.

Students majoring in Religious Education must:

1. Complete 30 graduate hours of credit in the academic areas selected in consultation with the director.
2. Write a Masters degree thesis that incorporates basic research in the field of religion.

## Pastoral Studies

The Pastoral Studies Major in the Graduate Division of Religious Education at Fairfield University consists in a concentration of studies and a supervised internship that leads to the Master of Arts degree.

The purpose of the program is to provide informational and experiential preparation for people who intend to enter new fields of ministry.

Students majoring in pastoral studies must:

1. Complete 30 graduate hours of credit in the academic areas prescribed in the catalog.
2. Complete an internship period.
3. Write a research paper which incorporates the specific experience gained from the internship with a personal theological understanding of ministry. Three credits are given for the work of the internship and the research paper. These are over and above the thirty graduate credits of the academic program.

## The Internship

Students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full-time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral studies program. Students work along with this professional keeping a written journal of their observations and reflections. This becomes the research paper, the final requirement for the Master of Arts degree.

Students majoring in Religious Education or Pastoral Ministry usually complete their work in five or six summers.

Students who wish to shorten that time may take one or two courses during the Fall and Spring semesters.

## The Fairfield Plan for Religious Education and Pastoral Ministry Majors

The following is a highly compressed statement that should be read twice, first without reference to the “footnotes” which are in reality, Fairfield’s course offerings, then with attention to them so that you will have a very clear picture of where we stand.

### A. THE STUDENT IS EXPECTED TO UNDERSTAND HIS/HER CHRISTIAN HERITAGE AND ASSUME HIS/HER OWN PERSONAL FAITH POSITION:

1. (S)he begins with scripture, discovering that the biblical authors, reflecting their communities, adapted the original teachings of the prophets and then of Jesus to meet pastoral needs and address newly emerging challenges to faith: in a similar way, the student must personally accept biblical faith, then integrate it with the rhythms of his/her own contemporary lifestyle. (a)
2. (S)he examines how articulations of faith have undergone development through the centuries, reflecting shifting cultural environments and thought patterns as well as variant forms of language. (b)
3. (S)he realizes that divine revelation is an ongoing reality in the life of the Christian community and that God is always an active participant in the faithsharing phenomenon. (c)
4. (S)he finds that faith is nurtured in the first-hand religious experience which has ever been man’s best apologia for the existence of God. (d) Christian faith gives man a vision of hope and a viable alternative to despair. (e)
5. Grounded in faith, (s)he must plumb the depths of his/her motivations, rigorously assessing his/her desire to share faith so that (s)he achieves a healthy measure of self-awareness and has a working grasp of his/her own identity. (f)

6. His/Her moral approach must then lead him/her beyond personal ethics to the needs of the world community. (g)

### B. AS A PROFESSIONAL, THE STUDENT MUST LEARN TO MEET EACH OTHER PERSON:

7. on his/her own grounds, taking into consideration the ways in which he/she learns best, his/her age, sex, and the social environment in which he/she lives. (h)
8. as an individual acknowledging his/her autonomy in a manner commensurate with his/her psychological maturity, whether child or adult. Faith-sharing never violates human autonomy. It sees its primary role as service. (i)
9. on a believer-to-believer basis. These believer-to-believer encounters are the microcosmic units that comprise the larger Christian community. (j) These interactions, interpenetrated by God’s Spirit, are sacramental. (k) Faith-sharing relationships can and do occur outside the Christian community so that non-Christians also have valid ways of knowing God, ways about which Christians can fruitfully learn. (j)

### C. AS A PERSON OF FAITH, THE STUDENT MUST HAVE EXPERIENCES OF WORSHIP:

10. in the form of spontaneous prayer.
11. in the form of communal, liturgical prayer when word and sacrament are linked as inseparable correlates. (m)

Religious education in the Christian tradition has always been a person-to-person, sharing experience. Without this element of human encounter, the best ideas and curriculum models do not breathe the life of Christian faith.

Graduate studies in religious education need to be scholarly and academically disciplined, yet they must also allow for the human interchange that is the essential setting for the faith-sharing experience.

## THE FAIRFIELD PLAN

- \*RE 216 New Testament Theologies and their Catechetical Implications
- \*RE 220 Johannine Theology and Present Religious Thought
- RE 223 (a) Pauline Theology and Religious Thinking Today
- \*RE 380 Biblical Theology and Religious Education
- RE 385 The Wisdom Literature of Israel
- RE 343 (b) Contemporary Theology and Culture
- RE 218 Current Christological Issues
- RE 222 (c) The Presence of God in Human Life
- \*RE 334 (d) Faith in Development: A Psycho-Religious Analysis
- RE 332 (e) The Religious Educator as Counselor
- RE 241 (f) Psychology of Personal Adjustment
- RE 229 (g) Christian Ethics: Personal and Communal
- RE 341.1 Human Sexuality and the Christian Life
- RE 311 (h) The Sociology of Religion
- \*RE 253 The New Ministry
- \*RE 255 (i) Ministry as Mission and Service
- \*RE 475 Internship in Pastoral Ministry
- RE 252 (j) The Church: Varied Patterns of Definition
- RE 333 (k) Theology of Christian Humanness
- RE 295 (l) Religions of the East
- RE 314 (m) Religious Anthropology: Worship

(\*) Required for Pastoral Ministry Majors

Students elect ten of the above courses:

- and if majoring in Pastoral Ministry serve out an internship in a ministry of their choice.
- If majoring in Religious Education complete a full length research thesis.

**THE INTERNSHIP:** Students intern in the following ministries: Campus Ministry, Youth Ministry, Hospital Ministry, Family Ministry, Cultural Minority Ministry, Prison Ministry. In addition, they may choose to intern in any other ministry in which they can work with a full time professional who can serve as their supervisor. The supervisor works with the student on a close personal basis giving a weekly oral critique of the student's performance and submitting a final written report. In this capacity the supervisor serves as an agent of the university receiving a modest stipend for services rendered.

Students intern two days a week for two semesters. Summer interns work a total of sixty days. All interns register for RE 475 which is required over and above the ten courses of the regular program.

The spirit behind the internship is to learn from the best professionals in the country. Students are directed to work with these people in their chosen field of specialization so that they may gain rich experience from on-the-job training.

Courses are offered on a rotating cycle. See the summer catalog for the specific courses to be offered each summer.





# Course Descriptions

## **RE 205 Contemporary Theology and Culture**

A study of contemporary theological thinking for teachers and clergy centering on the themes of Christian faith as they are understood in today's terms. Present understandings of sin, grace, ongoing creation, redemption, the person and work of Christ, the Holy Spirit and creation are discussed for use in teaching.

## **\*RE 216 New Testament Theologies and Their Catechetical Implications**

The synoptic gospels as theological adaptations of the original "Jesus teaching." The evangelists and the primitive Christian community as shapers of the message, adapters to the needs of the peoples of their times. A catechetical methodology is developed based on the presentations of the evangelists and the pedagogical procedures they employed using the tools of higher criticism. Participating student work based on readings from Taylor, Leon-Dufour, Jeremias, Dodd, Marxen, and Perrin.

## **RE 218 Current Christological Issues**

Contemporary theological thinking about the person of Jesus and his significance for Christianity today. Traditional doctrinal statements about the Christ of faith compared with current efforts to recover the historical Jesus. The quest to re-establish the centrality of Christ in Christian catechetical teaching. Problems of the self-awareness of Jesus, his divine and human character.

## **\*RE 220 Johannine Theology and Present Religious Thought**

A study of the gospel according to John from the viewpoint of Christian meditation and mysticism. The gospel is understood as a series of liturgical readings originally used by the early Christian community to reflect on Christ in the light of the Jewish tradition.

The stress is on the "now" character of the gospel, as a means of living the Christian life. The tools of higher biblical criticism are used to uncover the basic Johannine themes.

## **RE 223 Pauline Theology and Religious Thinking Today**

Contrasts and similarities between thinking found in the Pauline body of literature and today's approaches to religion and life. Attention to such themes as sin, justification, baptism, eucharist, and church. Readings from Paul and the commentaries. The Pauline themes and church practices as models of study for the religious educator in his appraisal of Christianity today.

## **RE 229 Christian Ethics: Personal and Communal**

An exploration of newly developing Catholic positions in ethics. The community as well as the person in moral decision-making. The personal "ought" as rooted in the social "ought." Man as responder. Major contemporary moral issues will form the background of the course.

## **\*RE 253 The Shared Ministry**

A course in pastoral studies investigating newer understandings of ministry, the mission of the American Church, dynamics of team ministry, shared authority, service to the community and worship. The "live-in" character of the course is intended to impart an experimental awareness of ministry.

## **\*RE 255 Ministry as Mission and Service**

A course in pastoral studies investigating the practical issues involved in a ministry of service to people in need. Pastoral care for the dying, the world's poor, the underdeveloped peoples are studied. The ministry of women as co-equals with men in developed sociologically and theologically.

## **RE 314 Religious Anthropology: Worship**

Prayer, myth, song and ritual as cultic practices adapted to express man's deepest religious needs. Models drawn from the Old and New Testaments as setting patterns for Judeo-Christian forms of worship. The crisis to old forms and present attempts to re-establish prayer; reclaim myth and construct newer participatory models.

## **RE 332 The Religious Educator as Counselor**

Pastoral service to the individual. Intended for those who will be professionally involved in aiding others in religious matters, the ministry is understood as the work of the laity as well as the clergy. The one-to-one approach is demonstrated as central to the work of adult faith-sharing, sacramental preparation, care of the aged and retreat work. (The course is a follow up to RE 334.)

**\*RE 334 Faith in Development: A Psycho-Religious Analysis**

A study of the faith history of the adult to determine the theological and ethical models operative in his life. Adult growth through basic "positions" is analyzed. Present psychological and theological understandings are integrated to shed light on individual religious histories. New interviewing techniques are demonstrated and TV tapes aid in the analysis.

**RE 341.1 Human Sexuality and the Christian Life**

Human sexuality as a complex of emotional intellectual and physical reactivities integrated with the Christian life. Starting with an exploration of incarnational theology the course will examine the means and possibilities of love as central to Christian faith. It will analyze the tensions and unities implied in what is generally understood by the terms female and male. Against this theoretical background practical issues will be examined: sex education, the new sexual revolution, homosexuality and divorce. The objective will be to assist religious educators to develop clear Christian positions that incorporate the general cultural interest in sexuality.

**RE 342 God and Process Theology**

The course will provide a basic introduction to contemporary process theologies and their reinterpretation of the central motifs of the Christian story — creation, fall, redemption. Special attention will be directed to the meaning of God as One who changes and is also the source of change in the world.

**\*RE 380 Biblical Theology and Religious Education**

The interrelationships and evolutions of ideas about both God and man traced from the Old through the New Testament. The rich legacy of the faith of Israel couched in psalm, poetry, epic, and myth revealing such bed rock concepts as covenant, messianism, redemption, transcendence, spirit and prophetic charisma. Assisted by reading from authors such as Von Rad, Eichrodt, Noth, McKenzie, Wright, and Buber, the effort will be to "translate" fundamental biblical notions into intelligible and fruitful ideas for men today.

**\*RE 475 Internship in Pastoral Ministry**

Internship students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral studies program. Students work along with this professional keeping a written journal of their observations and reflections. These become the research paper, the final requirement for the Master of Arts degree. Internships available in the Spanish Ministry, Campus Ministry, Youth Ministry, Healing Ministry and Family Ministry.

\*Required for Pastoral Ministry Majors





Courses Offered at  
Off-Campus  
Locations

# FAIRFIELD

# Courses Offered at Off-Campus Locations

## Ed 201.1 Gesell Seminar and Developmental Placement

This seminar is an introduction to the theory and background of developmental placement and how it fits in with the most advanced thinking in educational circles today, while being based on tried and tested research over a period of nearly sixty years.

*1 credit*

## Ed 201.2 Workshop: School Readiness Screening Testing

Focus on pre-school entrant and screening of these children.

*2 credits*

## Ed 201.3 Internship Training Workshop

This internship is an in-depth continuation of the basic seminar concentrating on philosophical aspects of Gesell theory. The individual parts of developmental placement testing, the initial interview, copy forms, letters and numbers, and appropriate tests.

## Ed 208.4S Creativity in the Classroom

A workshop for teachers and other group leaders to reawaken their own creativity in order to utilize it as a resource for the curriculum. It is useful for identification of gifted and talented students.

*1 credit*

## Ed 213.12S Communication

This workshop will explore a progression of verbal and nonverbal methods of communication in teaching for use in teaching language arts as well as a tool for realizing group interaction.

*1 credit*

## Ed 213.22S Self Image

Self image is fundamental to affective and cognitive learning. Discover theater activities as a way to discern, develop, enhance, and share self image.

*1 credit*

## Ed 222 Methods to Improve Thinking

This course sheds entirely new light on the concept of intelligence and thinking ability. Participants will discover that human intelligence is made up of specific, discrete skills and that these skills, contrary to what has long been believed, are teachable skills. Participants will explore thinking skills such as thingmaking, qualification, seeing analogies, classification, structure analysis and operation analysis. After this, participants will be shown literally hundreds of simple classroom strategies for employing the skills in their content teaching.

Participants must attend 18 hours of classroom instruction, must prepare classroom projects and spend a minimum of 8 weeks in implementing the projects in their classrooms under his supervision. Each student is expected to submit a written evaluation of the outcome.

## Ed 224.4S Play Production

A workshop on the process of producing a play from start to finish - casting, directing, rehearsal, performance. Participants focus on 1 or 2 plays to combine script analysis and improvisational techniques to deal with characterization, texts and staging.

*1 credit*

## Ed 224.5S Expressiveness

Students will create original theater pieces based on themes and texts through an amalgamation of the group's resources in voice and body ensemble work. A refreshing approach to performance!

*1 credit*

## Ed 246.5 Basic Human Behavior

Establishing a thorough grounding in the fundamentals of human behavior, focusing on the associative-learning-theory. The nature and function of behavior patterning will be explored and correlated with the necessity of automatic learned responses in human behavior. Applications will be made to a variety of human interactions. Methods of freeing intentionality will be compared to the rigidity of patterned-functioning.

## Ed 246.6 Advanced Human Behavior

In-depth explorations of the triggering of those behavior patterns which are anachronistic, and their possibilities of interruption will be applied to a number of special topics. These topics include relationships, sexuality, drug and alcohol abuse, effecting change, and cultural change.



### **Ed 246.7 Theories of Jean Piaget**

To introduce teachers of children ages 3 - 12 to the theories of the Swiss developmental psychologist; includes the characteristics of thinking of children in the sensory-motor, preoperational, concrete operational and formal operational periods, Piaget's equilibration theory; implications of theories for education.

### **Ed 254.7 Classroom Discipline Management**

This is a thirty hour class for teachers seeking effective ways to manage classroom discipline. Participants will be introduced to the "DIRECT TEACHER STYLE" which offers one a choice between role relating and person relating. The information presented enables one to interpret and step out of undesirable behavior patterns. Skills are presented and developed with an opportunity for participants to apply and experience what they have learned.

### **Ed 254.9 Stress Management**

This course will explore and develop theoretical and practical applications of stress management. Participants will be introduced to the "DESIGNED CHANGE PROCESS," which provides a variety of specific stress reduction techniques. Each class will be didactic and experiential in nature, providing opportunities for actual skills development. The overall goal of the course will provide information about stress, its effect and stress management techniques.

### **Ed 255.7 Adventures in Attitudes**

Through a well balanced integrated usage of discussion, thinking, feeling and role playing, this course combines the Socratic method with Transactional Analysis, Psycho-Cybernetics, and other modern concepts to relate the practical problems of positive human dynamics to some of the most profound psycho-philosophical problems associated by philosophers in Eastern-Western wisdom.

### **Ed 262.9 The Fourth "R": Developing Responsibility**

This course explores the continuum of values and moral education approaches which have both curricular and interpersonal applicability for the classroom teacher or administrator. The four major approaches covered are: inculcation, analysis, clarification, and developmentalism. Emphasis will be placed on working with and designing materials and techniques which can be utilized in one's unique professional setting.

### **Ed 265.7 Methodology of Piagetian Theory to Curricula**

Workshop in application of theories of Piaget to Physical Knowledge, Social Knowledge, Representation, Logico-mathematical Knowledge. Piagetian teaching techniques such as emphasis upon action upon materials; the interdisciplinary approach and the use of experience and objects for representation, intellectual interaction. Includes metric education, consumer education, multiculture curricula and discipline. In lieu of term paper, participants required to prepare and present demonstration workshop for other teachers in March state-wide Piaget-in-Education workshop.

### **Ed 297.4 Teacher Effectiveness Training**

This course is based upon the nationally-acclaimed model of communications and conflict resolution developed in his books for parents, teachers, leaders and the helping professions generally by Dr. Thomas Gordon. It explores a conceptual framework for human relationships and teachers specific skills aimed at maintaining and promoting a climate of mutual respect, responsibility and reciprocity. The main focus of the course is upon the following areas of skills development in terms of their resulting behavior changes:

- Problem-Ownership
- Listening Skills
- Constructive Confrontation
- Shared Problem-Solving
- Contract Management
- Values Conflicts

### **Ed 297.5 Leader Effectiveness Training**

This course is designed to reduce the kind of problems that are being identified increasingly in organizations as one major cause for the difficulties being encountered by educators in their internal and public relationships. L.E.T. recognizes such maladies as the result of people's negative reactions to certain ways of communicating with one another: patterns that are predictable and unavoidable without a change in communications knowledge, skills and methods. L.E.T. focuses on a wide variety of "how to" skills that result in increased productivity and a more satisfying work climate for all 'partners in learning.'

### **Ed 302.52 Creativity**

Participatory work will focus on an exploration of creativity in a variety of modes - movement, sound, verbal and visual - which trigger the imagination, sharpen concentration, and improve the ability to solve problems. Exercises will include those valuable for beginning and ending group sessions, catalysts for conceptual thinking, builders for creating a learning community.

**Ed 302.53S Theater and Literature and Language**

The plan of this workshop is to develop active participatory ways for students to become involved in dramatic and non-dramatic literature. It is of special interests to teachers of English, the humanities and the histories. *1 credit*

**Ed 302.54S Theater Games and Improvisation for the Actor, Director, Theater Teacher**

A workshop for theater people in their craft to enlarge techniques for teaching theater to all ages. *1 credit*

**Ed 302.55S Advanced Workshop**

An intense workshop for individuals who want to develop themselves further as leaders in improvisational techniques. Attention will be given to the skills and problems of workshop leading.

**Ed 322.7 Clinical Experience in Developmental Teaching**

Teachers of children ages 3 - 12 apply teaching techniques and curricula based upon the developmental psychology of Jean Piaget during full-time teaching in the classroom. Participants also evaluate and plan curricula and teaching techniques during five, four-hour workshops, during staff meetings throughout school year and during one-week workshop in June.

**Ed 334.7 Project T.E.A.C.H.**

This course is concerned with the following areas: utilization of verbal skills, maintaining discipline and building rapport with the positive support of skills, discipline in learning problems, the use of counseling in motivating students, confrontation through non-confrontation strategies and an understanding of group dynamics and group decision making.

**Ed 335.5 Experiencing Human Behavior**

An opportunity to gain first-hand experience with the practical applications of Designed Change Theory. Included are four sessions of client-observing time, where the student experiences both the client and the observer roles. There are also skills workshops on feedback skills, presenting skills, and assertiveness skills, seminars on readings, and attendance as a participant-observer in Life-Enrichment Groups.

**Ed 335.6 Interpersonalizing Human Behavior**

A continuation of the first-half, the skills workshops deal with the "co-consulting model", group leadership, and Behavior Discrimination Training. In client-observing sessions, the observer is expected to begin taking a more active part in the course of the counseling.





Admissions,  
Tuition and Fees,  
Financial Aid, and  
Student Services

# FAIRFIELD

# Admission: Policies and Procedures

## Categories of Students

**Regular Students** are those admitted without conditions into regular programs and are working toward degrees.

**Provisional Students** are those admitted with conditions. Students admitted as Provisional may attain Regular Status upon completion of twelve semester hours with at least a B average.

**Special Students** are those who enroll for courses to meet their particular needs, without entering a degree program. A maximum of 12 credits may be earned in this classification. Students must request permission in writing to obtain additional credits, and must state they understand such credits cannot be used to obtain a Masters Degree or Certificate of Advanced Study.

**Unclassified (conditional) Students** are those whose records are not complete or have not yet been evaluated by the time of registration, but who seem to be qualified. Upon signing a Registration Waiver they are allowed to register for courses conditionally pending the filing and evaluation of their credentials. This status may not exceed one semester. Such students enroll at their own risk, and may be terminated at any time if their complete records are not acceptable or available.

*There is no category of "auditor." In special circumstances auditing may be permitted when authorized by the Dean. Consult schedule of fees for auditing cost.*

All students regardless of their status must meet all standards and comply with all regulations and Admissions Criteria.

## Admission Criteria

Admission to the Graduate School of Education is granted to applicants who hold a bachelor's degree from an accredited college or university, and who give promise of meeting the standards set by the School. Ordinarily an undergraduate cumulative quality point average of 2.5 is required.

Applicants who have a professional degree must have in their previous studies an acceptable distribution of courses in the arts and sciences.

Individual divisions may, in addition, set their own requirements concerning specific undergraduate majors, course distributions, interviews, adequate scores on appropriate tests and course waivers.

Only in the case of applicants admitted as Regular students or Provisional students is there any commitment by the School to the student in terms of status, and in the case of a Provisional student, this is a limited commitment.

All foreign students from non English speaking countries must submit proof of proficiency in the English language.

## Admission Procedure

**A.** Applicants for a Degree Program - A student seeking admission to a degree or certificate program must complete the following procedure: (Catalogs and applications are available in the office of the Director of Admissions.)

1. Complete and submit an application accompanied by the Application Fee.
2. Arrange to have all official undergraduate and graduate transcripts sent to the Director of Admissions.
3. One letter of recommendation preferably from current employer or supervisor.



**B. Special Student Status (Non-degree program)** - An individual desiring to enroll for courses on or off campus without seeking a degree or certification.

1. Complete and submit an application accompanied by the Application Fee.
2. Complete "Individual Certifying Form."

No transcripts or grades will be issued until the proper documents are received and approved by the Director of Admissions.

## Tuition and Fees

The schedule of tuition and fees follows:

Application for admission (not refundable) .....	\$10.00
Registration, per semester .....	10.00
Tuition per semester hour .....	90.00
Late registration (Additional) .....	25.00
Change in individual course .....	10.00
Deferred Examination .....	10.00
Transcript .....	2.00
Commencement Fee (Required of all degree recipients) .....	35.00
Observation Fee for Ed 183 .....	50.00
Practicum Continuation .....	50.00
Tests Materials Fee (for Ed 338-339.1, Ed 340, Ed 341-342-342.1) ..	20.00
Film Fee .....	20.00
Materials Fee .....	10-20.00
Auditing Fee, per course at Registration .....	180.00

Tuition and fees are payable at registration.

## Veterans

**Fairfield University is approved as an institution for the education of veterans.**

## Refund of Tuition

All requests for funds must be submitted to the Registrar's office immediately after the withdrawal from class. The request must be in writing and all refunds will be made based on the date notice is received and according to the following schedule: (No refund of fees)

	Amount Refundable
Before the first scheduled class	100%
Before the second scheduled class	90%
Before the third scheduled class	80%
Before the fourth scheduled class	70%
Before the fifth scheduled class	60%
Before the sixth scheduled class	40%
Before the seventh scheduled class	20%
After the seventh scheduled class	0%

## Financial Aid

### University Tuition Scholarships and Internships

A number of University scholarships are available to assist promising and deserving students. Awards are made on the basis of demonstrated ability, financial need, and professional promise. Although awards are made for one semester, applications for renewal may be submitted.

The applicant normally must have completed a minimum of 12 credits at the Fairfield University Graduate School of Education before he is eligible to apply for a University scholarship. In rare cases, where the student presents superior records, the Dean may request that the prior attendance requirement be waived. The student must, in addition, enroll for a minimum of 12 credits during the semester for which a scholarship is requested. Scholarships are allocated in the form of tuition credits. Six tuition credits (\$450.) is the maximum allocation per student, per semester. Scholarships do not cover application, registration, or other University fees.

A limited number of internships in Educational Media and Television, Multicultural Education and Special Education are available. The internships normally cover all tuition charges up to a maximum of 12 credits. In return for the internship the student must work a maximum of 20 hours per week in the appropriate division and under the direction of the division director.

Applications are to be submitted to the Office of the Dean at least three weeks prior to the first day of registration for any given semester.

## Resident Hall Staff Positions

Resident Advisors serve the students on residence hall corridors in a variety of ways. They supervise student behavior in the residence halls and they advise and counsel students within the limits of training and capability on academic and social matters.

Resident Advisors must be single and must be enrolled in the University as a graduate student or a regular undergraduate junior or senior student.

Resident Advisors receive as remuneration room and board, linen, medical insurance, graduation fees if applicable and \$250.00 stipend per academic year paid on a semi-annual basis. Interviews for the positions are conducted in April.

Application forms may be obtained by writing to:

Director of Student Residences  
Loyola Hall  
Fairfield University  
Fairfield, Connecticut 06430

## Guaranteed Student Loans

Under this program a graduate student can borrow up to \$5,000 per year from a bank in his home state.

Generally no interest accrues on the loan while the student is in school and the principal is also deferred until after graduation when a 7% simple interest charge begins to accumulate. Repayment may be extended over a maximum of 10 years.

## Student Services

Many of the University's student services are available to students in the graduate schools, and graduate students are invited to participate in the non-academic facets of campus life.

## Housing

Housing facilities for graduate students are not available on campus.

## Placement Office

The Placement Office was created by the University for its students and is located in Loyola Hall. Students and alumni wishing assistance are invited to take advantage of the services provided by this office.

## The Campus Center

The Campus Center is the social focal point of the University for all segments of the University community. The Center is open weekdays and Sundays from 7 am to 12 pm and Fridays and Saturdays from 7 am to 1 am.

Included in the Campus Center facilities are: the bookstore, game room, mail room, dining rooms, meeting rooms, music rooms, the Oak Room, ride boards, weekly activities bulletin, and the Stag-Her Inn (snack bar).

## Recreational Complex

One of the newest additions to the campus is the Recreational Complex. Included in this multi-purpose facility are handball/racquetball courts; basketball, tennis, and volleyball courts; swimming pool; weight rooms; saunas; whirlpool, and dance room. Graduate students are eligible to join during each semester they are enrolled. Membership is \$50 per semester, and you must present a valid University ID and a current registration receipt. The office is open from 10 am to 3 pm. For complete information call the Recreational Complex office between 10 am and 3 pm daily, ext. 2603.

## **Special Events**

A continuous series of special events including exhibitions, lectures, films, dramatic and musical programs, and conferences is scheduled throughout the academic year. These events are open to all members of the University community, and most of them are free. For a complete calendar of events contact the Office of Special Events, ext. 2644.

## **University Printing and Mailing Service**

The printing department operates Monday through Friday from 8:30 am to 4:30 pm on the ground floor of Loyola Hall. Any club, organization or individual at the University may avail themselves of the following services on a cash and carry basis: duplication, xerox, offset printing, design, folding, inserting and mailing. Call extension 2431 for more information.





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# FAIRFIELD



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# FAIRFIELD

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# Fairfield University

## Graduate School of Education

### Calendar 1980-1981

#### 1980 Fall Semester

August	4-29	.....	Mail and Walk-in Registration
September	3	..... Wednesday	Registration - 4:30-6:00 P.M.
	4	..... Thursday	Registration - 4:30-5:30 P.M.
	8	..... Monday	Fall classes begin
October	13	..... Monday	Holiday - no classes
November	4	..... Tuesday	Comprehensive exams - 3:30 P.M. Critiques Due NO CLASSES
	26	..... Wednesday	Thanksgiving recess begins
December	1	..... Monday	Classes resume
	15	..... Monday	Final exams begin
	18	..... Thursday	Final exams end

#### 1981 Spring Semester

January	5-16	.....	Mail and Walk-in Registration
	21	..... Wednesday	Registration - 4:30-6:00 P.M.
	22	..... Thursday	Registration - 4:30-5:30 P.M.
	26	..... Monday	Spring classes begin
February	16	..... Monday	Winter recess begins
	23	..... Monday	Classes resume
March	20	..... Friday	Comprehensive exams - 3:30 P.M. Critiques Due
	10	..... Friday	Spring recess begins
	20	..... Monday	Classes resume
May	11	..... Monday	Final exams begin
	14	..... Thursday	Final exams end
	24	..... Sunday	Commencement



**FAIRFIELD UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATION**  
 FAIRFIELD, CONNECTICUT 06430  
**ADMISSION PROCEDURE**

*Every student must submit an application*

**APPLICANTS FOR A DEGREE PROGRAM**

Complete and return application accompanied by \$10.00 Application Fee

Arrange to have all official undergraduate transcripts sent to the Director of Admission

Arrange to have one letter of recommendation submitted preferably from your current employer or supervisor

**SPECIAL STUDENT STATUS**

An individual desiring to enroll for courses on or off campus without seeking a degree or certification

Complete and submit an application accompanied by \$10.00 Application Fee

Complete "Individual Certifying Form"

No transcripts or grades will be issued until the proper documents are received and approved by the Director of Admission, 121 Xavier Hall, Fairfield, Connecticut 06430. Telephone (203) 255-5411, Ext. 249

**PLEASE TYPE OR PRINT ALL INFORMATION**

Date of Application \_\_\_\_\_ Fall ☐ Spring ☐ Summer ☐ Social Sec. # \_\_\_\_\_

Name \_\_\_\_\_  
(last) (first) (middle) (maiden name or religious family name)

Address \_\_\_\_\_ Home Telephone \_\_\_\_\_

Employer \_\_\_\_\_ Employer's Telephone \_\_\_\_\_

Address \_\_\_\_\_ Present Position \_\_\_\_\_

Date of Birth \_\_\_\_\_ Citizen yes ☐ no ☐ Sex M ☐ F ☐ Married ☐ Veteran ☐

Will you attend Full ☐ Part ☐ time? Do you intend to transfer graduate credits yes ☐ no ☐

If yes - how many \_\_\_\_\_ (maximum of six credits accepted)

Check appropriate boxes:

Candidate for MA ☐ Certificate of Advanced Study ☐ or Special Student ☐

Intended Major field of study \_\_\_\_\_

Candidate for Certification Program Provisional ☐ Standard ☐ In what area \_\_\_\_\_

What State \_\_\_\_\_

**PROFESSIONAL INFORMATION**

Do you now hold a teaching certificate yes ☐ no ☐ Provisional ☐ or Standard ☐ On what level

Elementary ☐ Secondary ☐

For what subjects \_\_\_\_\_ When awarded \_\_\_\_\_ In what state \_\_\_\_\_

Do you hold any advanced professional certificates \_\_\_\_\_ If yes, specify the kind, and the dates awarded:

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**EDUCATIONAL RECORD**

Secondary school attended \_\_\_\_\_

Dates \_\_\_\_\_

Colleges attended \_\_\_\_\_

Dates \_\_\_\_\_

Major Field \_\_\_\_\_

Minor Field \_\_\_\_\_

Degree and date \_\_\_\_\_

Graduate Schools attended, if any \_\_\_\_\_

Dates \_\_\_\_\_

Field of study \_\_\_\_\_

Degree and date \_\_\_\_\_

Supplementary Education \_\_\_\_\_

If applying for certification in Counseling, Psychology or Special Education list employment, other than teaching with dates.

\_\_\_\_\_

\_\_\_\_\_

Give the name and address of the individual from whom you requested a recommendation

\_\_\_\_\_

\_\_\_\_\_

I hereby certify that the information given above and in any attached documents is complete and accurate.

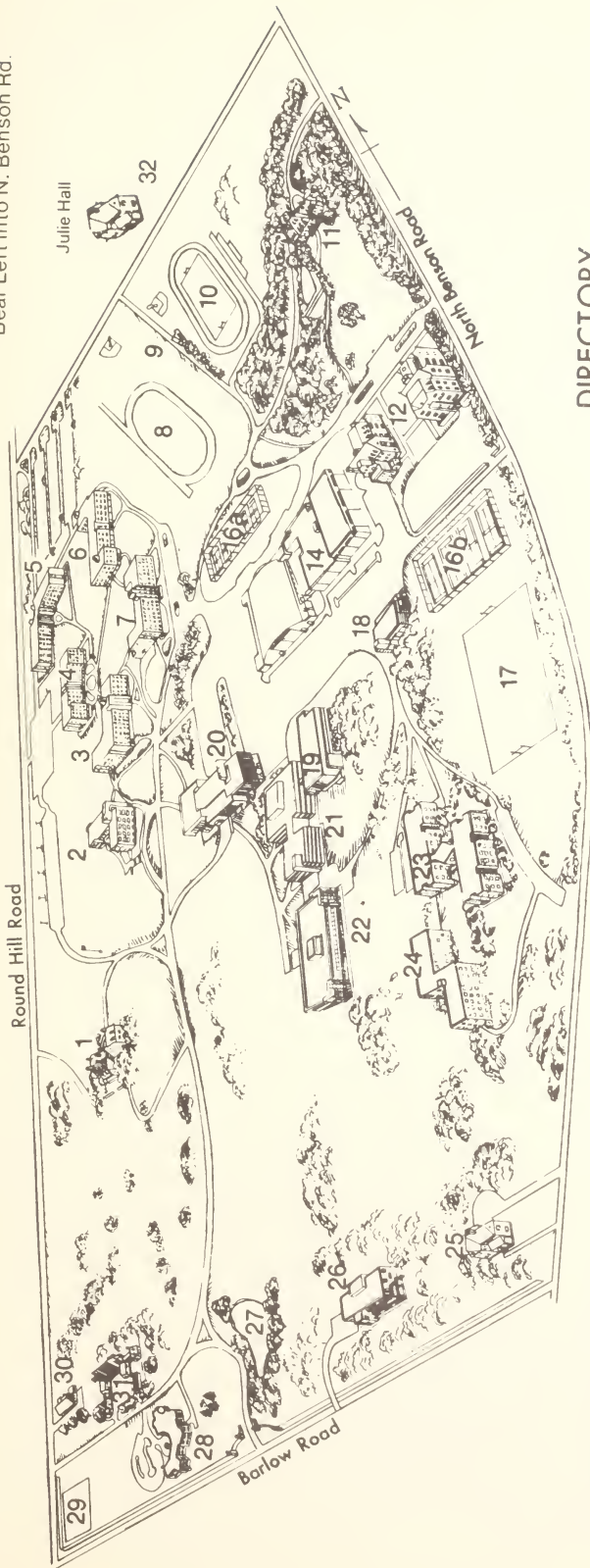
Date \_\_\_\_\_

Signature of applicant \_\_\_\_\_

In essay form concisely state your reasons for wishing to undertake graduate work at Fairfield University. (use additional sheet, if necessary)

CONNECTICUT TURNPIKE  
FROM NEW YORK  
Take Exit 22  
Left on Round Hill Rd.

FROM MERRITT PARKWAY  
Take Exit 44  
Black Rock Turnpike  
Turn Right at Stillson Rd.  
Bear Left into N. Benson Rd.



CONNECTICUT TURNPIKE  
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Take Exit 22  
Right on N. Benson Rd.

FAIRFIELD UNIVERSITY CAMPUS

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8. Varsity Field
9. Concert Shell
10. Alumni Field
11. McAuliffe Hall
12. Xavier Hall
13. Berchmans Hall
14. Student Recreational Complex
15. Gymnasium
16. Tennis Courts

17. Grauert Field
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26. Jesuit Residence
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29. Barlow Field
30. Playhouse
31. Maintenance Complex
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Fairfield, Connecticut 06430  
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